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АНГЛИЙСКИЙ ЯЗЫК

для аспирантов и соискателей

Учебное пособие

Допущено Учебно-методическим объединением по профессионально-педагогическому образованию в качестве учебного пособия для слушателей институтов и факультетов повышения квалификации, преподавателей, аспирантов

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Учебное пособие состоит из 12 уроков, объединенных в разделы по следующим темам: «Образование», «Психология», «Из истории компьютеров», «Экономика и политика», «Социология», «Экология и окружающая среда». Каждый урок включает тексты для чтения и пересказа, а также систему лексико-грамматических упражнений. Кроме того, учебное пособие содержит грамматический справочник и приложение.

Предназначено для слушателей институтов и факультетов повышения квалификации, аспирантов и соискателей.

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2005

Предисловие (Introduction)

Настоящее пособие предназначено для аспирантов и соискателей. Цель пособия – подготовить аспирантов и соискателей к сдаче кандидатского экзамена по английскому языку.

Пособие состоит из 12 уроков, объединенных в шесть циклов по следующим темам: «Образование», «Психология», «Из истории компьютеров», «Экономика и политика», «Социология», «Экология и окружающая среда», и грамматического справочника. В каждом цикле представлены аутентичные тексты и система лексико-грамматических упражнений, направленных на выработку навыков чтения и перевода литературы по специальности, ведения поиска нужной информации в тексте, развитие навыков устной речи в пределах предоставленной тематики. Каждый цикл завершается дополнительными текстами для чтения, перевода и пересказа.

В основу построения грамматического справочника положен принцип «от простого – к сложному». В грамматический справочник включены следующие разделы: «Фонетика», «Словообразование», «Морфология», «Наречие», «Глагол». Особое внимание уделено глаголу и неличным формам глагола: инфинитиву, причастию и герундию.

Работа над пособием под руководством преподавателя позволяет овладеть техникой перевода, а именно умением читать и распознавать грамматические структуры оригинального научного текста, незнание которых может привести к ошибкам. Поэтому в пособие включены как грамматические трудности высшего порядка (пассивные, инфинитивные, причастные, герундиальные обороты, сослагательное наклонение, эмфатические и инверсионные структуры), так и сведения об элементарной грамматике (о порядке слов, видо-временной системе, частях речи, членах предложения и др.). По усмотрению преподавателя некоторые разделы элементарной грамматики можно предложить обучающимся для самостоятельного изучения. Кроме того, преподавателю предоставляется возможность варьировать последовательность введения нового грамматического материала.

Авторы рекомендуют начинать работу над пособием с повторения правил чтения и словообразования и сведений из элементарной грамматики, переходя к более сложным грамматическим явлениям.

Составитель разделов I, II, III, IV, V – Т.С. Ежова; VI – Л.В. Совдагарова; VII – Т.С. Ежова и Н.Н. Афанасьева; дополнительные тексты к разделу I составила И.М. Кондюрина.

I. EDUCATION

UNIT 1	Combating isolation A first-year teacher support program. A need for mentoring
UNIT 2	Preparing mentors of beginning teachers: an overview for staff developers

Texts for supplementary reading and retelling:

Text A: Studying in America: pros and cons

Text B: A career in teaching

Text C: Adults go to school

Text D: New directions in vocational education

Text E: Higher education and graduate employment in the United Kingdom

UNIT 1

PRE-TEXT EXERCISES

1. Запомните слова:

as...as – так как, когда, в то время как;

as well as – так же;

as – как, в качестве, так как, поскольку;

smooth – гладкий, плавный;

to hire – нанимать;

position – должность;

consistent – постоянный, последовательный;

precarious – случайный, неопределенный; ненадежный, рискованный;

dropout rate – доля выбывших (покинувших);

sound – здоровый, крепкий, надежный.

2. Переведите и запомните однокоренные слова:

to estimate – estimation; to assert – assertion; to add – addition;

to experience – experience – experienced – experiment – experimental;

to attend – attendance; to assure – assurance;

to compile – compiler – compilation;

to appoint – appointment – appointee.

3. Переведите следующие словосочетания:

recent college graduates; public school classrooms; the beginning teacher dropout rate; public school student achievement; teaching environment; transition plan; student desk; college classroom; first-year teachers; entry-level assistance; in-service programs; school-university partnership; experienced master teachers; pilot program; on-site assistance; public school; student achievement; group discussion.

4. Прочтите и переведите первую часть текста.

COMBATING ISOLATION

Charles Green, John Roebuck, Alvin Futrell
Henderson State University, Arkadelphia, AR

Part 1

A FIRST YEAR TEACHER SUPPORT PROGRAM

Introduction. As recent college graduates are hired to positions in public school classrooms, they make 'the transition from being a student to being a teacher...' (Head, Reiman, and Theis-Sprinthall, 1992), and the process of adaptation is not as smooth, consistent, or effective as it might be.

The first year of teaching is, in fact, precarious, to the point that Ellen L. Kronowitz claims 'the beginning teacher dropout rate is alarmingly high,' (1992), and she asserts, 'Some 15% typically depart after the first year, another 15% after the second year, and about 10% after the third year...' (1992). Of further concern is the additional information supplied by Head, Reiman and Theis-Sprinthall. 'Many of those who leave are our brightest and best.' (1992). They estimate that up to 50% of beginning teachers desert the classroom 'after teaching seven years or less' (1992). These shocking statistics demonstrate a major need for a transition plan from the student desk in the college classroom to the teacher desk in the public school. First year teachers frequently report anxiety, stress, and feelings of inadequacy as well as of isolation. There is a desperate need for consistent and planned transition programs for teachers to help them successfully complete their first year of teaching.

A number of public schools are collaborating with universities in formulating plans to provide more help for first-year teachers. Yvonne Gold states, 'If we [educators of teachers] are to prepare these teachers more successfully and assist them during entry-level years, then we have the responsibility and the opportunity to contribute to their individual growth and help them develop the necessary resilience to survive' (1992). First-year teachers certainly need and deserve more structured assistance than they typically receive during their first year in the profession, and while support programs are numerous, research recommends 'that in-service

programs be viewed as an opportunity for school-university partnerships' (Reiman, Head, and Theis-Sprinthall).

5. Ответьте на вопросы:

1. Why is the first year of teaching so precarious for the beginning teachers?
2. How many teachers desert the classroom 'after seven years or less'?
3. What do these shocking statistics demonstrate?
4. What are the main feelings of the first year teachers?
5. Do the first-year teachers receive any assistance during their first year in the profession?
6. Do you receive any assistance during your first year of teaching?
7. Do you need any help for your individual growth as a professional?
8. In what way is the problem solved in Arkadelphia?
9. What factors influence the beginning teachers dropout rate in Russia?

6. Прочтите и переведите вторую часть текста.

Part 2

A NEED FOR MENTORING

A common plan involves more experienced master teachers teamed with the first year teacher in a mentoring role. The master teacher or mentor serves as a sounding board and adviser for the first year teacher. This practice is not revolutionary and has been used for many years in certain schools as the principal simply appointed an older teacher to act as a mentor.<...>

An exemplary practice. Henderson State University (HSU) located in Arkadelphia, Arkansas, is a small, fully accredited university with just over 4300 students. HSU grants approximately 165 BSE and 75 MSE degrees per year. HSU planned and implemented a pilot program for all first-year teachers.

The program was developed for the purpose of facilitating induction into the teaching career for the first-year professional. The original objectives included enhancement of public school student achievement, provision of a smooth transition between college classes and the teaching environment for first-year teachers, the promotion of teacher retention and the provision of on-site assistance and support to first-year teachers.

The course is offered at either the University site or designated sites after school hours during the school year.

The mentor teachers model the majority of the content in a pragmatic setting in the public school. The University organizes, manages, and facilitates the graduate class. A typical class involves an hour of group discussion of situations, concerns,

needs, wants and desires the first-year teachers may have for a productive first year of teaching. The second portion of the class involves presentations made by the mentor teachers on current critical issues. The final twenty minutes of the class is devoted to total group discussion of information presented. The formal class meets a minimum of nine sessions during the year.

Mentor duties include attendance at the first orientation session and four other class sessions. The mentor's obligations are:

- 1) To attend a minimum of five training sessions.
- 2) To conduct a minimum of one planned meeting per week with the first year-teacher.
- 3) To allow the first-year teacher to visit the mentor's class.
- 4) To visit the first-year teacher's class.
- 5) To schedule the first year teacher to observe other master teachers.
- 6) To be available to conference with the first-year teacher upon request.

In addition, the mentor will team-teach two classes for first-year teachers at the training site, and keep a weekly journal.

The first-year teacher's obligations are:

- 1) To attend a minimum of nine training sessions.
- 2) To hold conferences with the mentor as needed.
- 3) To visit the mentor's classroom for observation.
- 4) To visit other master teachers' classrooms for additional observation.
- 5) To allow the mentor to observe classroom teaching and conduct informal critique of techniques.
- 6) To have a formally planned conference weekly.
- 7) To maintain a weekly log.
- 8) To compile ten examples of instructional techniques and management procedures used during the year.<...>

Benefits. The benefits to the first-year teacher include on site support and availability of a master teacher when problems occur, thus building assurance and self-confidence; and monthly support meetings with teachers, HSU faculty, other first-year teachers. The mentor teachers feel a sense of pride in helping a young professional get off to a positive start. Many report that they feel honored to have been chosen by their school administration to be a mentor. They say that working with the first-year professionals gives them current information involving new teaching techniques and provides needed professional stimulation to attempt innovative teaching strategies.

7. Ответьте на вопросы:

1. Where was the school-university partnership implemented?
2. What was the purpose of the developed program?
3. Who modeled the majority of the content?
4. What does the typical class involve?

5. What are the mentor's duties?
6. What are the first-year teacher's obligations?
7. What are the benefits of the program to the first-year teachers and to the mentors?
8. Would you like to participate in such a program?
9. How would you organize its work?

WORD STUDY

8. Переведите следующие предложения на русский язык, обращая внимание на значение выделенных слов:

IN ORDER TO. 1. It is hardly necessary to do this in order to demonstrate the point at issue. 2. Our goal is to survey in detail the population of Earth approaching asteroids in order to study the physical properties in near-Earth space. 3. In order to provide a smooth transition between college classes and the teaching environment for first-year teachers the program was developed.

TO BE TO. 1. We are to provide an opportunity for school-university partnerships. 2. If we are to prepare these teachers more successfully and assist them during entry-level years, then we have the responsibility and the opportunity to contribute to their individual growth and help them develop the necessary resilience to survive.

EITHER ...OR; NEITHER ...NOR. 1. Many other psychoanalysts have written about emotions either from the point of view of the conditions which bring them about or from the point of view of their consequences. 2. Neither Freud nor anyone of his followers has developed any systematic attention to the problem of emotion in general. 3. The course is offered at either the University site or designated sites after school hours during the school year.

A NUMBER OF. 1. This hypothesis was subjected to severe attacks by a large number of critics. 2. It would take too long to present here even a small number of the arguments which have been propounded against the hypothesis. 3. Language is only one of a number of actual or potential types of communication. 4. A human being grows up in the midst of one or another of a large number of human groups, through which he acquires knowledge.

THE FORMER, THE LATTER. 1. The latter procedure is much more complicated than the former one. 2. We have Dr. Arthur and Walker's opinion on this question, the former being a scientific worker of a well-known laboratory, and the latter director of a large plant. 3. This latter case is considerably more difficult to represent. 4. In this paper, we shall take the former approach.

TO DO. 1. A wise man seldom changes his mind, a fool never does. 2. We shall use this letter, as Prof. N. did, for the constant V . 3. We do not expect to construct machines to think in the same way that human beings do.

SO. 1. These data are very important for theory, and less so for practice. 2. These differences are negligible, and so are the varieties of the process. 3. The conditions may be sometimes rigorous and at other times less so.

ONCE. 1. The truth does not come at once. 2. Once bitten, twice shy. 3. One cannot be in two places at once. 4. Score twice before you cut once.

FAR. 1. This book contains far more than its title suggests. 2. This work is far from being perfect. 3. The second limitation is far more serious. 4. This argument is far from satisfactory. 5. It is important to enable the user to make changes in the results produced by him so far. 6. The theorem was proved as far back as the nineteenth century. 7. In so far as this important problem is concerned we will discuss it in detail.

STRUCTURE STUDY

9. Найдите предложения, где *it* является формальным подлежащим, личным местоимением или входит в состав усилительной конструкции, переведите предложения на русский язык:

1. It is possible that the problem will be solved. 2. It is this question that we are interested in. 3. It was this technique that failed to meet the requirement. 4. It is precisely this opinion that makes a person to defend his approach. 5. It is the most interesting article on this subject. 6. It has become evident that ecological problems can be solved only on the global level. 7. Joint efforts of people throughout the world make it possible to achieve some progress in environmental protection. 8. It is the development of robots that will solve some very complex problems of industry. 9. It is evident that research is becoming more specialized now. 10. The use of the new equipment made it possible to minimize the number of workers. 11. It is industrialization that is making ecological problems very serious. 12. It is precisely this method that he followed. 13. Their theory, crude though it is, helps to overcome this difficulty.

10. Определите значения *one* и *that*, переведите предложения на русский язык:

1. The problem that has become the most important one in the modern world is the problem of terrorism. 2. One can easily understand why the profession of a teacher requires a special college training. 3. The new technologies that are being developed must be connected with traditional ones. 4. That terrorism has reached dangerous levels is realized by everyone. 5. It is the invention of an engine that started the first industrial revolution. 6. The main purpose of education is that graduates must be able to work with the technology of tomorrow. 7. A complete test set is that of tests that test every point that can be tested. 8. The education in Oxford and Cambridge is different in many ways from that in other universities. 9. We

discussed the first industrial revolution, the one that took place some centuries ago. 10. One must realize that the increasing number of cars brings about considerable pollution of the air. 11. It is the growth of industrialization that is changing the climate of the planet. 12. This chapter considers the alternative ways in which one could try to bring about such an improvement. 13. The essential feature of higher education in this country is that it combines theory with practice. 14. The simplest materials are those which have only one kind of atoms. 15. That the Earth is round was unknown for a long time. 16. It is found that the labor of a man with secondary education is 108 per cent more efficient than that of a man without that education. Moreover, the work of a university or college graduate is 300 per cent more efficient than that of a specialist with secondary education. 17. Every man has three characters: that which he exhibits, that which he has, and that which he thinks he has.

UNIT 2

PRE-TEXT EXERCISES

1. От данных глаголов образуйте существительные, прилагательные и глаголы при помощи суффиксов: *-ment(a)*; *-tion(b)*; *-ful*, *-less(c)*; *-al(d)*; и префикса *re-(e)*. Проверьте по словарю значения образованных слов:

a) to develop, to assist, to improve, to involve, to assign, to commit, to enroll, to advance, to invest, to measure, to achieve, to fulfill;

b) to promote, to suggest, to orient, to vary, to reflect, to satisfy, to illuminate, to eliminate, to interact, to pollute;

c) beauty, success, hope, care, peace, harm, use, truth, event, rest, art;

d) monument, center, experiment, history;

e) to build, to make, to use, to organize, to name, to open.

2. Переведите следующие словосочетания:

a key part, staff development (developers), valuable process, worthwhile complement, orientation session, in-service activity, professional commitment, licensing requirements, cash incentive, salary increase, career ladder, relevant readings for prospective mentors.

3. Запомните следующие слова:

to outline – обрисовать, наметить в общих чертах;

to mentor – руководить, воспитывать, наставлять;

to furnish – снабжать, предоставлять, приносить, представлять; обставлять;

to reassign – назначать на другую должность, перераспределять;

to pool resources – объединять ресурсы;
apart (aside) from – помимо, за исключением;
as to – относительно, что касается;
according to – согласно;
because of – из-за, вследствие. благодаря;
by means of – при помощи, посредством;
by virtue of – благодаря, в силу, посредством;
due to – из-за, благодаря, вследствие;
in spite of (despite) – несмотря на;
in view of – ввиду;
in accordance with – в соответствии с;
in addition to – кроме, в дополнение к;
in relation to – относительно, что касается;
owing to – из-за, благодаря;
with respect to – по отношению к, относительно.

4. Прочтите и переведите текст на русский язык.

PREPARING MENTORS OF BEGINNING TEACHERS: AN OVERVIEW FOR STAFF DEVELOPERS

Tom Ganser
University of Wisconsin

Mentor programs. Mentor programs for beginning teachers are a key part of staff development. The large numbers of new teachers entering the profession during the next decade indicate an even greater role for mentoring as one way to assist beginning teachers right from the start. Staff developers can promote mentoring as a valuable process not only for beginning teachers but also for veteran teachers who serve as mentors.

This article provides an overview of common goals and organizational formats for mentoring programs, outlines basic knowledge and skills necessary for effective mentoring, and suggests resources useful in preparing teachers to serve as mentors. It concludes by raising important issues about mentoring for staff developers.

Goals for Mentoring. Mentoring offers a worthwhile complement to other forms of beginning teacher assistance, such as orientation sessions and in-service activities. Huling-Austin (1991) describes five basic goals for mentoring: a) to improve teaching performance, b) to increase retention of promising teachers, c) to promote the performance and professional well-being of teachers, d) to satisfy mandated requirements related to certification, and e) to transmit the culture of the school system, the school building, and the teaching profession. Practically speaking, mentoring programs show prospective employees the profession's commitment to

beginning teachers and furnish veteran teachers with opportunities for their own professional development.

Sponsoring Mentor Programs. Mentor programs are sponsored by different organizations at the local, regional and state levels. School districts may sponsor programs alone or in partnership with other districts. Colleges and universities may be involved in mentoring for their graduates or as a service to school districts. State departments of education may also organize mentoring programs, sometimes as part of licensing requirements.

School Districts. Mentoring programs visibly demonstrate a school district's commitment to beginning teachers. Sometimes beginning teachers are required to work with a mentor as a condition of employment. Mentors may receive specialized training and cash incentives, qualify for salary increases or advancement on a career ladder, and even be reassigned from their usual teaching responsibilities to full-time mentoring responsibilities.

School-District Partnerships. Small school districts with limited numbers of school teachers may join together to pool resources, especially in support of mentor training and special activities for beginning teachers. One advantage of such arrangements is that participating teachers can broaden their perspectives on teaching and mentoring through contact with teachers from other districts. Although such programs may involve school districts joining forces specifically for the sake of mentoring, more typically they take advantage of pre-existing consortia.

College or University Programs. Colleges or universities may sponsor mentoring programs as a service to area school district. For example, the University of Wisconsin Beginning Teacher Assistance Program offers small rural school districts help with new teachers. Participation may require that beginning teachers and mentors enroll in courses. As with school district partnerships, college or university programs typically bring together teachers from different school districts.

State Programs. The level of state involvement in mentoring varies considerably. Sometimes mentoring is required for license renewal. One of the most comprehensive state programs for beginning teachers is Connecticut's BEST (Beginning Teacher Support and Training) program. Connecticut has successfully established the extensive mentor training associated with the BEST program as a central feature of staff development for teachers throughout the state.

Knowledge for Mentors. The knowledge which mentors need should reflect the goals for mentoring in a given context. The more comprehensive the goals are, the more extensive the preparation for mentoring is. In some situations, staff developers may be limited to assembling relevant readings for prospective mentors that focus on mentor roles and responsibilities. Under other circumstances, however, staff developers may be able to complement readings with workshops that gives mentors opportunities to discuss what it means to be a mentor and to develop mentoring skills through practice and role-playing. In addition, staff developers may be able to provide mentors with regularly scheduled forums to share their experiences as the year progresses.

5. Ответьте на вопросы:

1. Who is the author of the article?
2. What is the title of the article?
3. What is a key part of staff development?
4. What does the article provide?
5. What does mentoring offer?
6. What are the basic goals for mentoring?
7. Who sponsors mentor programs?
8. What are the advantages for mentors? Why do they agree to be mentors?
9. Why do small school districts join together to pool resources?
10. What programs are offered by colleges, universities and the state both for the beginning teachers and mentors?
11. What should the goals for mentoring reflect?

WORD STUDY

6. Переведите предложения на русский язык, обращая внимание на наиболее употребительные составные предлоги:

1. In view of the great importance of this subject, a separate chapter will be devoted to it. 2. Apart from these implications, some experiments with interactive systems are noteworthy. 3. Aside from this suggestion, however, there is no other information available about these mechanisms. 4. You will be punished or rewarded according to whether you have led a virtuous or a sinful life. 5. You can never have a revolution in order to establish a democracy. You must have a democracy in order to have a revolution. (G. Chesterton). 6. In spite of the complexity of the structure, the theoretical results may be considered highly satisfactory. 7. In view of this fact I decided to place much greater emphasis on general principles.

7. Переведите предложения на русский язык, обращая внимание на значение выделенных слов:

ONLY. 1. Only few particles pass through the membranc. 2. This is the only mechanism available. 3. Only two factors had any importance in determining the initial plan. 4. The investigation requires not only a large number of experiments but also a greater number of tests.

OTHER. 1. Wise men learn by other men's mistakes, fools by their own. 2. The same seems to be true for the other applications. 3. There were also other factors which contributed to this result. 4. Other possible undesirable consequences must be kept in mind. 5. A person is good if he is good to others.

BOTH. 1. Possibly there may be some truth in both views. 2. Both estimates are correct. 3. Both methods are used at the same time.

SOME, ANY, NO. 1. He gave me some good advice. 2. No satisfactory explanation of this observation has been offered. 3. Any discussion is useful. 4. No doubt some 200 people will attend the symposium. 5. Some proofs are neither difficult nor interesting – merely a little tiresome. 6. No increase of human happiness comes from increase of wealth. 7. They were faced with some difficulties in solving the problem. 8. Do they have any evidence in support of their view? 9. The book is available at any library.

SOMETHING, ANYTHING, NOTHING. 1. When you have nothing to say, say nothing. 2. Never put off till tomorrow what you can do today. 3. To whom nothing is given of him nothing can be required. 4. The article went on and on and did not say anything about anything. 5. We don't claim to know all about anything anyhow. 6. The classification missed something important. 7. Some-thing is better than nothing. 8. Every thing is affected by its relations to everything else. 9. We must silently add 'as far as I know' to everything we say. 10. None of the available documents was entirely accurate. 11. There is nothing so simple that it cannot be made difficult.

WELL. 1. All is well that ends well. 2. They regard these phenomena as reasonably well established. 3. These events are known well enough. 4. The same seems to be true for other applications as well. 5. The firms may be informed about the changes well in advance. 6. Material well-being depends on consumption. 7. We got the value which is well above the predicted one.

STRUCTURE STUDY

8. Определите, чем выражено подлежащее в каждом предложении, переведите предложения на русский язык:

1. After the international conference on ecology it has become possible to begin working at environmental problems on a global scale. 2. That the method is too complicated is obvious. 3. What has been said above indicates one of the limitations of this method. 4. Our technological advances make it possible to deal with the most difficult problems. 5. Whether these two phenomena are related has yet to be discovered. 6. Who will do it depends on circumstances. 7. It is well-known that technological progress is not possible without electronics. 8. How it has been done does not matter. 9. That problems of international terrorism have become the most important ones at present is evident to all. 10. Why he has not come may be only speculated. 11. That theory is combined with practical training is a very good tradition of our educational system. 12. Whether or not a social system evolves and survives is dependent on the efficiency with which it processes information. 13. That it is necessary to develop an international program of economic cooperation is realized throughout the world. 14. This approach cannot be expected to yield practical results. 15. What a decision problem is must be clearly defined. 16. The error does not seem to be serious from an engineering standpoint.

9. Определите, чем выражено сказуемое в каждом предложении, переведите предложения на русский язык:

1. The electronic industry produces several types of minicomputers. 2. The question is how he does it. 3. Mankind has never experienced changes in life and work on such a scale. 4. The decision was that the similarities and differences should be explored in detail. 5. The question is whether this scientific model will apply to the industrial plant. 6. The important feature of our education is that it combines theory with practical training. 7. The main tendency of our life is that computers are being used in all spheres of technology, science and everyday life. 8. The question remains whether these data are reliable. 9. Another set of questions of importance is whether automation is likely to increase capital requirements materially.

10. Определите, чем выражено дополнение в каждом предложении, переведите предложения на русский язык:

1. A computer will do only what it is precisely told to do. 2. They ask when they should deliver the apparatus. 3. We do not know whether such service stations are useful and convenient in practice. 4. We try to learn if the value is changeable. 5. We did not know he was responsible for this work. 6. We are sure it is possible to change the conditions. 7. He asked how one determined the values. 8. It was realized that by 1995 there would be a need for constructing a new warehouse.

11. Переведите предложения, определяя степени сравнения прилагательных и наречий.

1. They did not much concern themselves with giving proofs. 2. They had much more duties and much fewer rights. 3. This problem is much more difficult to dispose of. 4. This is a question of much less theoretical importance. 5. Much work has been done in this field. 6. Much of the existing work on the problem was based on statistical data. 7. The forecast of future demand is made more accurately. 8. This is the most interesting problem. 9. This is actually a most convenient form in which to express our idea. 10. Less attention was paid to another possible way of conducting the experiment. 11. Most of the models are valid. 12. What we seem to know least of all is the temperature inside the Earth. 13. The most serious problem is that of finding much more precisely how long man can endure permanence in space. 14. It is not so simple a problem as it seems. 15. While a mathematician may expect the probabilistic average, an optimist may expect more, a pessimist less. 16. There are at least three objections to such a plan. 17. Definitions of 'greater than' and 'less than' have been made. 18. Their results were neither conclusive nor optimistic. 19. There are very few papers dealing with this subject. 20. The corrected program is stored

and can be repeatedly employed with correction as well as without it. 21. Further work on this problem is badly needed.

TEXTS FOR SUPPLEMENTARY READING AND RETELLING

Text A

1. Запомните следующие слова и выражения.

tuition – обучение, плата за обучение;
training establishment – образовательное учреждение;
target – цель, мишень;
alumni – выпускник школы или университета;
a decent and well-paid job – приличная и хорошо оплачиваемая работа;
a cushy job – выгодная работа;
a foothold – точка опоры.

2. Переведите следующие выражения на русский язык:

a wide-spread practice; the sphere of social science; potentially beneficial; to get a degree; a high-level job; pros and cons.

3. Прочтите и переведите текст.

STUDYING IN AMERICA: PROS AND CONS

He Who Pays, Goes to the U.S. According to Princeton University experiments, at present there are 3,000 'self-supporting' undergraduates and graduates from Russia, and about 1,000 students from other CIS countries in America. The cost of tuition at the Massachusetts Institute of Technology, the most prestigious and expensive training establishment in the United States today (with an estimated 30 Russian students), is almost \$35,000 a year.

Adding in the cost of housing, food, transport, and textbooks, the total can be double that amount. As the course lasts for four to five years, Russians studying here need to have a very sound financial base to be able to complete their studies.

Incidentally, the other so-called top ten universities are not far behind: John Hopkins, \$33,000 a year; Yale, \$33,000; Harvard, \$32,000; Georgetown, Washington, \$32,000, etc.

All of these universities have Russian students, and experts believe that they are the main target of local head-hunters.

The fact is that by paying so much money for a course of training, parents secure not simply a promising career but also financial future for their children. A well-paid job will fully recoup tuition costs within to four years after graduation.

Looking for a job. The main attraction to a student from Russia is the prospect of a good job abroad. No Russian company can pay a recent university graduate \$60,000 a year while in the United States and Europe this is a standard practice. Still, the majority of Russians graduating from even the most prestigious of American universities do not stay in the United States, but go home.

What is the outlook for them in Russia? Surveys show that they mainly go to work for their parents' companies or foreign companies operating in Russia.

This, however, does not apply to alumni of the top American universities. At the same time Russians whose parents are not very rich enroll in American universities that do not guarantee a job even to U.S. citizens.

Say, tuition at Maryland State University, a half hour's drive from the U.S. capital, is a mere \$13,000 a year (the son of the president of Kyrgyzstan and daughters of Azerbaijani, Moldovan and Ukrainian cabinet ministers went to this university). There are approximately 20 Russians at the university – mainly children of Russian World Bank employees, as well as of provincial businessmen from Lipetsk, Saratov, Kaliningrad, and even Nachodka.

Incidentally, these students are not particularly concerned by the fact that they will have little chance of getting a decent, well-paid job with a degree from Maryland University. All of them are going to return home to get, under their parents' protection, a cushy job in the sphere of international relations or business.

Exchange Programs Unproductive. Student exchange programs – a widespread practice in the late Gorbachev era and early in the Yeltsin era – are virtually nonexistent today. Russia's higher schools have no money for that, to say nothing about students themselves.

Moreover, there are very few of those wishing to do just one or two terms. Those who do come have difficulty getting a foothold in the United States, especially in the sphere of social sciences.

Only individual Russian undergraduate students and teachers get on such programs. But these people, by their own admission, simply hope to make some money, not pursue any useful academic programs.

It is certainly prestigious, and potentially beneficial, to get a degree in the United States. Especially if one plans to live and work abroad (preferably in North America, since there is some allergy to a U.S. diploma in Europe). But in Russia, someone with a degree from an American university is unlikely to automatically land a high-level job at Gazprom or LUKoil. Still, this is not impossible, especially if their tuition in the States was paid for by people near the top in these companies.

4. Ответьте на вопросы:

1. Why do most Russians enjoy studying in the United States?

2. Why do experts believe that Russian students in America are the main target of local head-hunters?
3. What do you know about exchange programs?
4. Who has opportunities to get on such programs?
5. What awaits Russians back home?

Text B

1. Прочтите и переведите текст.

A CAREER IN TEACHING

Have you ever thought of becoming a teacher? Few people realize that in the State education system alone in England and Wales, there are many as 430,000 teachers at work. They teach over 7,000,000 pupils, in 24,000 primary schools and 5,500 secondary schools, and there are 104 local education authority areas.

Many people believe that teaching is not very well paid. This may be true, if you compare it with jobs in industry, but if you were a young graduate entering your first teaching job, you would start on an annual salary of just under \$9,000 at present, and could expect to earn \$14,600 before your thirtieth birthday. Besides that, you could earn an extra \$858 to \$4,710 per year from incentive allowances paid to those who undertake additional responsibilities. If you became a head teacher, you would earn between \$17,000 and \$34,200 depending on the size of the school.

How would you train to be a teacher? There are really two ways. In both cases you would have to get a university degree. If you wanted to work in secondary education, you would normally study the usual three year course for the degree in the subject of your choice, and then study for the Postgraduate Certificate in Education (PCCE), a one year course where you would concentrate on developing professional skills. If you decided you wanted to be a primary-school teacher, you might be better off doing the four-year Bachelor of Education course, where you would study one subject, and how to teach it, throughout the course.

What could you teach? As the world changes, educational needs change with it. And good teachers will always be needed. At present, the greatest demand for teachers in secondary schools is in mathematics, technology, business studies, science, and languages. If you could offer any of those, the education system would especially welcome you. And through the in-service training schemes, you would always be able to keep up to date with developments in your subject. Apart from that, there are plenty of opportunities for those who want to specialize. You could train to work with children with special educational needs, or become a careers information officer. If a teaching career might interest you, contact your local TASC (Teaching as a Career) office. They will be glad to help.

2. Ответьте на вопросы:

1. What would you normally do if you wanted to become:
 - a) a primary-school teacher;
 - b) a secondary-school teacher?
2. What is the main difference between the courses?
3. Why would the education system welcome you if you could teach mathematics?
4. How would you keep up to date with your subject if you became a teacher?
5. Why do you think this would be important?

Text C

1. Запомните следующие слова и выражения:

curriculum – учебный план, программа;
sufficient professional skills – достаточные профессиональные навыки;
post-college specialities – специальности, полученные после окончания колледжа;
to acquire – приобретать;
to enroll – зачислять, вносить в список;
to succumb – уступить;
to waste time – тратить время;
the course leads to a certificate – курс ведет к получению сертификата.

2. Прочтите и переведите текст.

ADULTS GO TO SCHOOL

It is generally assumed that schoolchildren are the main learners in the world. This is not the case however. Today adults account for a very large proportion of students. These are people working toward a university degree, a second higher education, or an advanced training certificate.

According to official statistics, every third Russian is a student. That is roughly 40 million people. This includes 20 million schoolchildren and three million undergraduates. The rest are adults. And they are ready to pay a lot of money to get another, additional education.

If, 20 years ago, a person wanted to make a career, he would ask his boss to send him to the Marxism-Leninism University or to the Higher Party School. In the late 1980s, the Russians were told, for the first time, that this was not the way to do it.

The era of business education began in 1988: Under the resolution by the USSR Council of Ministers, two higher commercial schools were opened – one at the Ministry of Foreign Economic relations and the other under the auspices of the Academy of the National Economy (later it came to be known as the Higher School of International Business).

Nowadays a Russian citizen has more or less the same choice of educational training and retraining opportunities as a European.

The first option is training courses. A training course is a short course supposed to equip you with skills needed for a particular job. For instance, an International School of Management selects a group that initially is trained in telephone communication skills. This means that for several hours a day you are put through all sorts of situations that could occur in a telephone conversation.

After your instructors will take pity on you and let you go, and probably issue a paper saying something nice about you. Yet this paper will have no legal force and I do not advise you to show it to anyone. It's just a souvenir. You cannot get an official training certificate if your curriculum is under 72 hours.

The second is *refresher* courses. To enroll, you have to have a relevant professional education. The course leads to a certificate. It can include international training programs, in particular, MBA programs.

The third option is professional retraining courses. The curriculum is designed for more than 500 academic hours. The courses are available to acquire a new specialty but have sufficient professional skills not to waste time on second higher education. Completion of such a course is certified by a special insert added to a standard diploma.

The fourth option is a second higher education. A second higher education diploma can only be received after 2,000 hours of training and instruction. This is precisely what puts off many individuals who already have a job. Mainly because they have to study too many subjects that are part of academic curriculum while an adult wants to acquire practical, hands-on skills and knowledge for a new job.

Manager on a picket line. When parents select a school for their child, they exercise extreme caution, endlessly picking and choosing. But when adults select a school for themselves, they often fall for a foreign-sounding name, or succumb to promises of glamorous prospects that their future job purportedly holds for them.

Management is among the most popular specialties that adults can master within a relatively short time. Instruction is provided at numerous business schools. Short training courses in basic management attract Russians because they are by and large affordable. Today an MBA degree, respected the world over, can be obtained in Russia for \$3,000 to \$5,000 after 18 to 24 months of training. In Europe, an MBA program will cost 10 times as much. Yet, in shelling out for education, aspiring MBAs in Russia do not always realize that they actually pay for an attractive and well-packaged refresher course.

In Europe with its excellent traditions of university-level economics education, business schools occupy a special niche. They are open to people with practical

experience. MBA schools abroad do not admit those who have no practical business experience.

In Russia, however, business management training has not been available for a long time, so business school students come from various professional backgrounds. Many of them have neither managerial experience nor connections in the business world. And acquiring experience and connections in 18 months of intensive study is no mean feat.

It is little wonder therefore that domestic employers sometimes prefer university graduates who have studied economics for five years at one of the Russia's oldest higher educational establishments, to business school students.

The situation is made worse by the fact, that business schools in this country have no state accreditation. Their rights and duties are no different from those of a private dress-making course.

These educational establishments live off the fees paid by their students and so are eager to teach anyone who has applied and passed exams.

Future managers are trained in the basics of their profession in the hope that they are grown-up enough to find a job for themselves. True, given general unemployment even adults sometimes behave like children. A few years ago, a graduate of the Higher International Business Management School, exasperated by his failure to find a job, picketed his educational establishment.

Finally, the Education Ministry made an unorthodox decision – to issue a standard diploma to those who completed an MBA program. This means that, all being well, several business schools offering MBA programs might receive state accreditation. Therefore their graduates will have an edge on the job market with their state approved diploma. Nonetheless, your correspondent was told at Mirbis school run by the Plekhanov Economics Academy that they still have a long way to go before those diplomas could get state recognition.

Teacher on the up. Judging by sociological surveys, a considerable part of our citizen would prefer a modest but stable salary to a risky income. While some of our compatriots are taking retraining courses to become big enterprise managers, others are studying to become school teachers. According to national statistics, 60 per cent of teachers at our schools have a university (that is to say, non-pedagogical) education. Some of them study pedagogy after they have lost a job in their original specialty. Others take a teacher training course at their university while still undergraduates. (Krasnoyarsk University was the first to launch such a program for its students).

If we look at the Education ministry's ratings of the most popular post-college education specialties, we will see that economics and economic management come first; general pedagogy, second; methods of education (also pedagogy), third; finances, money, and credit operations are in the fourth position.

Pedagogy is wedged between management and finances. Which must mean that adult Russians today want to study in order to manage, count money, and teach others.

2. Ответьте на вопросы:

1. Why are adults ready to pay a lot of money for additional education?
2. How many higher commercial schools were opened in 1988? What for?
3. What do adults want to acquire?
4. How do adults select a school for themselves?
5. What are the most popular post-college education specialties?

Text D

1. Прочтите и переведите текст.

NEW DIRECTIONS IN VOCATIONAL EDUCATION

Alan Ramney

Open Learning. Definitions of 'open learning' are many and varied. This is partly because a wide range of open learning systems has developed from a variety of origins. These systems have then been adapted to suit the needs of particular learning centers. However, a generally accepted definition describes an open learning system as: 'one which enables individuals to take part in programs of study of their choice, no matter where they live or whatever their circumstances.'

Open learning is a way of study which lets individuals learn: 1) what they wish, 2) in their own time, 3) in a place of their choice, 4) at a pace that suits them.

In many ways, open learning contrasts with traditional 'closed' class or group-based systems. These require that enrollment take place at a set time, often at the start of the academic year. After enrollment the course lasts for a given length of time with regular, usually weekly or daily, group meetings. During these meetings, an important part of the tutor's role is to pass on knowledge of the subject to the learners. The tutor is in charge of the course. He or she decides what is to be studied and for how long. Generally we can think of this way of learning as a tutor-centered approach.

In a true open learning system, the learner can start a course whenever he or she wishes. There is no class to 'keep up with' and so the speed of working entirely depends on the individual's wishes or personal circumstances. If study becomes difficult or even impossible for a time, the learner can stop working until to carry on again. There is no need, either, to travel to regular class meetings since the package of learning materials should contain all necessary information on the subject or skill being studied.

Unless there is a set examination syllabus, the learner can decide which aspects of the subject he or she wishes to cover.

This does not mean that tutor or trainer help is no longer required. A few years ago some open learning enthusiasts believed that learning packages could stand

alone without any further support. Very high drop-out rates strongly indicated that they were wrong. However, because the learner already has the subject material in the course package, the subject tutor's role is altered. He or she is no longer the main source of knowledge or information, but provides support, guidance and counseling for the learners as they work through the subject materials.

In general, an open learning approach is student-centered. The individual is in control of the content, pace and location of his or her learning process.

2. Ответьте на вопросы:

1. Why are there many definitions of 'open learning'?
2. How does a generally accepted definition describe an open learning system?
3. Is there any difference between traditional and open learning system?
4. When does enrollment take place in traditional system?
5. What is the role of the teacher in a traditional way of learning?
6. When can a learner start a course in a true open learning system?
7. What does the package of learning material usually contain?
8. In what way does teacher's role in open learning system differ from that of the tutor in traditional system?

3. Найдите в тексте следующие слова и словосочетания:

заочное обучение; отвечать потребностям; обстоятельства; установленное время; зачисление; передавать знания; быть ответственным за что-либо; набор учебного материала; программа; существовать самостоятельно; процент отсева; давать консультацию.

Text E

1. Запомните следующие слова и выражения:

explicit – ясный;
to evolve – развиваться;
a substantial expansion – существенное расширение;
to rival – соперничать;
to enable – давать возможности или право;
controversy – спор, дискуссия;
mode of provision – метод обеспечения;
multipurpose – многоцелевой;
to aspire – стремиться.

2. Прочтите и переведите текст.

HIGHER EDUCATION AND GRADUATE EMPLOYMENT IN THE UNITED KINGDOM

Alan Woodley and John Brennan

THE STRUCTURE OF HIGHER EDUCATION

Part I. Although some British universities can trace their history back to the 12-th and 13-th centuries, it was not until after World War II that the present system began to take shape and an explicit rationale evolved. As a consequence of rising post-war demand for higher education from the student body and society at large, a substantial expansion of the system took place. At first, this was realized by upgrading a number of university colleges to universities; the creation of the Colleges of Advanced Technology (CATs); and the establishment of a number of new universities. There was also a substantial increase in student numbers for the already existing institutions.

However, by the end of the 1950s, it became clear that this route was not going to yield the expansion required. The bulk of the further expansion did not take place within the universities (the autonomous sector) but through the creation of a second sector in higher education, the polytechnics and colleges or 'public' sector in the late 1960s. The CATs were upgraded to university status; the existing number of universities remained constant, and 30 polytechnics were created through the amalgamation of former colleges of art, commerce, education and technology, the polytechnics and all other institutions (colleges and institutes of higher education) in the public sector of Local Education Authorities.

By the end of the 1980s, the polytechnic and college sector rivaled the universities in size if not in status. Freed from the control Local Education Authorities in 1987, the polytechnics were granted university status in 1992. While today the talk is still of 'new' and 'old' universities, it is debatable just how much they differ, apart from their age. To some extent the ex-polytechnics have changed as a result of their university status, but it is also true that many of the 'old' universities have also taken on certain 'polytechnic' features.

It should be borne in mind that the non-university sector in the UK differed from that of its counterparts elsewhere in Europe in a number of important respects. The differences between the two sectors were sufficiently small to enable the polytechnics to be re-designated in 1992 as universities with very little academic or public controversy.

There are now 180 publicly-funded higher education institutions, of which around 100 are universities (the precise figure varies according to how one counts federal institutions such as the University of London). Universities account for over 80 per cent of all higher education students. The remainder tend to be either small

specialist institutions (often concentrating on a particular subject area and/or postgraduate work) or larger multipurpose colleges of higher education, many of which aspire to become universities. The institutions differ in terms of other characteristics as follows:

Size: There are 20 institutions with over 15,000 full-time equivalent (FTE) students, all of which are universities. 35 institutions have 1,000 or less FTE students and the smallest has only 150. There are 101 institutions with over 5,000 FTE students.

Mode of provision: Only 26 institutions have 20 per cent or more of their students studying part-time. 17 of these were formerly polytechnics.

Level of courses: There are nine institutions with 80 per cent or more of their students on postgraduate courses, and a further four with between 40 per cent and 80 per cent. The majority of 'old' universities have between 20 per cent and 40 per cent postgraduate students. All the 'new' universities have fewer than 20 per cent. At the sub-degree level, the 'new' universities offer more vocational courses, such as the certificates and diplomas of the Business and Technician Education Council (BTEC), whereas the 'old' universities increasingly offer 'Extra-mural' non-vocational courses for credit.

3. Ответьте на вопросы:

1. When did the present system of higher education in the UK begin to take shape?
2. What is the purpose of the Colleges of Advanced Technology (CAT s)?
3. When were the polytechnics granted university status?
4. What is the difference between the polytechnics and the universities in the UK?

4. Запомните следующие слова и выражения:

part-time – заочное обучение;
credit accumulation – сдача зачетов;
to restrict – ограничивать;
turbulent – бурный, непокорный;
a worth-while job – стоящая работа.

5. Прочтите и переведите вторую часть текста.

THE STRUCTURE OF HIGHER EDUCATION

Part II. Virtually all institutions offer a first degree program and in the majority of cases. This will be a full-time three-year bachelor honors degree. However,

Scottish universities traditionally run four-year honors program and three-year ordinary programs, trainee teachers take a four-year bachelor's program, and some science and technology degrees are being extended to four years. Also, and particularly with the 'new' universities, there are 'sandwich' degrees which last longer (usually four years) because they involve substantial periods of work experience.

Some first degrees are studied part-time. Around half such students attend new universities (former polytechnics), while the other half take courses by part-time distance learning through the Open University (OU). The OU has over 180,000 students in a given year and while it has moved more and more towards continuing professional and postgraduate education in recent years, the bachelor's degree has been its largest academic program. Study is by credit accumulation. It is multidisciplinary in the sense that students can choose combinations of courses from a wide array of subjects. Completion of an Open University degree can take many years and many choose to graduate with an ordinary rather than an honors degree. Part-time degree courses in other institutions usually involve evening tuition (by conventional techniques) and take five years to complete.

With only one significant exception, the University of Buckingham, all British higher education institutions are publicly-funded institutions. However, many universities secure much of their funding from non-public sources.

The typical preparation for students entering higher education is to continue secondary education until the age of 17 or 18 and take advanced level subjects in the GCE examination (Highers in Scotland). The normal minimum entry requirement to enroll in a degree course is two advanced level passes, but there are other entry routes. One is via vocational qualifications such as the BTEC Diploma mentioned above. The other, restricted to older students, is based on a non-explicit 'capacity to benefit' criterion which is assessed on the basis of their educational and work postgraduate courses and more of them will have received further training than the general population. How many of the subsequent beneficial outcomes are due to these extra inputs rather than the first degree? To what extent does the first degree act as an entry ticket to a privileged club rather than adding value to individuals in their own right?

At present, British researchers are putting forward a positive view on graduates and their careers. While noting signs of greater early career turbulence, they stress that the majority of graduates settle into worthwhile jobs within a few years of graduation. A more pessimistic interpreter might focus on the small but significant minorities who are dissatisfied with their career development.

6. Ответьте на вопросы:

1. What do all institutions offer in the majority of cases?
2. How many students does the Open University have in a given year and why?
3. What is the typical preparation for students entering higher education?

II. PSYCHOLOGY

UNIT 3 Interpersonal effectiveness and self-actualization

UNIT 4 Intimate relationships

Texts for supplementary reading and retelling:

Text A: About encounter groups. Part 1

Text B: About encounter groups. Part 2

Text C: Interpersonal effectiveness and self-actualization

UNIT 3

PRE-TEXT EXERCISES

1. Запомните слова:

species – класс, род, тип; вид, разновидность;
imperative – властный, повелительный, настоятельный;
relationship – родство; связь, отношение;
coherent – согласованный, последовательный;
identity – тождественность, идентичность; личность, индивидуальность;
feedback – обратная связь;
worthwhile – стоящий, заслуживающий внимания; имеющий смысл;
adult(hood) – взрослость, зрелость;
adolescent – подросток;
evidence – свидетельство;
mutual – взаимный;
to lack – недостаток, отсутствие чего-л.);
excitement – возбуждение, волнение;
warmth – тепло, сердечность, горячность; раздражение;
fulfillment – выполнение;
sense – чувство, ощущение, здравый смысл, разум, сознание, мнение;
to affect smth. – влиять на что-л.;
to approach smth. – приближаться к чему-л.;
to follow smth. – следовать за чем-л.;
to depend on smth. – зависеть от чего-л.;
to rely upon smth. – полагаться на что-л.;
to refer to smth – ссылаться на что-л.;
to wait for smth. – ждать чего-л.;

to account for smth. – объяснять что-л.;
to call for smth. – требовать чего-л.;
to touch upon smth. – касаться чего-л., затрагивать что-л.;
to result in – приводить к чему-л.

2. Проверьте по словарю значения следующих однокоренных слов и постарайтесь их запомнить:

to relate – relation – relationship – interrelation – relative – relativity;
to cohere – coherent – coherence – cohesion – cohesive;
to act – actor – actress – action – active – activity – actively;
interact – interaction – interacting;
react – reaction – reactor – reactivity – reactive;
to mean – meaning – meaningful – meaningless;
to care – care – career – careful – carefully – carefulness – careless.

3. Образуйте наречия, используя суффикс -ly:

instinctive – *instinctively*; effective, successful, magical, appropriate, essential, social, cognitive, firm, real, similar, particular, wide, distinct, relative.

4. Прочтите и переведите текст.

INTERPERSONAL EFFECTIVENESS AND SELF-ACTUALIZATION

David W. Johnson

1986 (printed in the Prentice-Hall)

The importance of interpersonal skills. The human species seems to have a *relationship imperative*: We desire and seek out relationships with others, and we have personal needs that can be satisfied only through interacting with other humans. Career success, family success, friendships, and companionships all depend on building and maintaining relationships with other people. In fact, the most distinctive aspect of being alive is the potential for joy, fun, excitement, caring, warmth, and personal fulfillment in our relationships with other people. Making new friends, deepening existing relationships, falling in love, and negotiating alliances with other people to achieve mutual goals - all these give life meaning and richness. How fulfilling, productive, meaningful, and satisfying our lives turn out to be depends on the quality of the relationships we form with other people. There is no way to overstate the importance of interpersonal relationships in our lives.

Interpersonal relationship and personal well-being. Humans are not born instinctively knowing how to interact effectively with others. Interpersonal and

group skills do not magically appear when they are needed. Many children and adolescents lack basic interpersonal skills such as correctly identifying the emotions of others and appropriately resolving a conflict, and often their social ineptitude seems to persist into adulthood. Individuals who lack appropriate social skills find themselves isolated, alienated, and at a disadvantage in vocational and career training programs. The relationships so essential for living productive and happy lives are lost when the basic interpersonal skills are not learned.

Interpersonal relationships are essential for our personal well-being in many ways, helping us to grow and develop cognitively and socially, to build a positive and coherent personal identity, to feel we are firmly in touch with reality, and to gain and maintain psychological and physical health.

As we grow and develop there is an ever expanding number of people with whom we must build and develop relationships; we are required to cooperate with others in family, school, career, community, societal settings; and we learn how to do so from the people with whom we interact. Both our social and intellectual growth and development are determined by the quality and nature of our relationships with other people.

Our identity is built out of our relationships with other people. As we interact with others we note their responses to us, we seek feedback as to how they perceive us, and we learn how to view ourselves as they view us. From the reflections of others, we develop a clear and accurate picture of ourselves. When others view us as worthwhile, we tend to view ourselves similarly. We try to incorporate into ourselves characteristics that we admire in other people. In our relationships with other people we adopt social rules such as 'student' or 'engineer' that we incorporate into our view of ourselves. It is within our relationships that we discover who we are as a person.

Within any given period of several weeks, many American adults feel painfully lonely. The incidence of loneliness is considerably higher among adolescents. So, for example, in 2000 – 2002 years research of teenagers of city of Moscow was carried out: attributes of the aggravated feeling of the loneliness expressed by a depression were found out in each sixth teenager. In order not to be lonely, each of us has a need for two different types of relationships: intimate relationships that provide a sense of attachment with a spouse, lover, or friend of the opposite sex, and more casual relationships with a network of friends who share our interests and concerns and provide a sense of community. Loneliness, based on the absence of attachments and community, is a feeling that is particularly prevalent and intense during adolescence. Loneliness varies with the time of day and time of year. Winter is widely believed to be the loneliest season. Christmas is the loneliest time of all for many people who lack strong family ties. Almost everyone needs to be involved in an intimate relationship, which provides a sense of attachment, and in a network of friendships, which provides a sense of community. There is even evidence that loneliness and social isolation bring emotional and then physical deterioration. Many serious

illnesses, such as heart disease, occur more frequently among socially isolated individuals. As W. H. Auden once stated, 'We must love one another or die.'

Nothing is more important in our lives than our interpersonal relationships. The quality of our relationships, as well as the number, depends on our interpersonal skills.

5. Ответьте на вопросы:

1. Why are interpersonal relations so important in our lives?
2. When do humans begin to understand how to interact with others ?
3. In what way are interpersonal relationships essential for our personal well-being?
4. What factors determine our social and intellectual growth?
5. How do we discover who we are as a person?
6. What characteristics do we try to incorporate into ourselves?
7. What types of relationships do we need in order not to be lonely?
8. What are the consequences of loneliness and social isolation?

WORD STUDY

6. Переведите предложения на русский язык, обращая внимание на выделенные глаголы, требующие после себя при переводе на русский язык предложного или беспредложного дополнения:

1. They *approached* the problem from the practical point of view. 2. They *followed* the course of events. 3. They *relied upon* the results of our work. 4. We often *refer to* his article. 5. They are going to *touch upon* this subject. 6. We are easily *accounted for* the phenomenon. 7. Appropriation of knowledge *gives* the firm a degree of monopoly power. 8. They *waited for* the results of the experiment. 9. The mechanical differences between the reactions *account for* this remarkable difference in product selectivity. 10. The serious error *affected* the measurements. 11. The survival of animals *depends on* many factors. 12. We cannot *rely upon* his experimental findings. 13. These three cases can be easily *accounted for*.

STRUCTURE STUDY

7. Переведите следующие предложения на русский язык, обращая внимание на субъективную инфинитивную конструкцию:

1. The human species seem to have a relationship imperative. 2. Winter is widely believed to be the loneliness season. 3. Learning from your experiences is thought to be especially useful when you want to learn skills. 4. Interpersonal skills are considered to promote your personal well-being, the well-being of society, and your

self-actualization. 5. Personal growth is supposed to involve self-disclosure in words and actions. 6. The self-actualized person appears to be less burdened by guilts, regrets, and resentments from the past.

8. Переведите следующие предложения на русский язык. Определите функцию инфинитива в предложении.

1. Making new friends, deepening existing relationships, falling in love, and negotiating alliances with other people to achieve mutual goals – all these give life meaning and richness. 2. There is no way to overstate the importance of interpersonal relationships in our lives. 3. Interpersonal relationships help us to grow and develop cognitively and socially. 4. To initiate, develop, and maintain caring and productive relationships, certain basic skills must be present. 5. To be effective depends in large measure on your self-awareness. 6. We are required to cooperate with others in family, school, career, community, and social settings. 7. We learn how to view ourselves as the others view us. 8. In order not to be lonely, each of us has a need for two different types of relationships.

9. Укажите способы присоединения придаточных определительных предложений к главному, переведите предложения на русский язык:

1. It was reported in 1939 that the first TV set was shown at the World Fair in New York. 2. The students wanted to know whether color television sets were produced at that plant. 3. After the war when the mass production of TV sets began people realized they wanted to have a TV set at home. 4. Experiments proved that electricity could travel instantly over a long piece of wire. 5. Can you tell me whether satellites are used for telephone communication? 6. It became clear television had a great influence on people's life. 7. Russian newspapers informed that about 2,000 satellites had been launched into the orbit. 8. We did not know whether the development of television had continued during the war. 9. We know he works at the problem of space communication. 10. Scientists wanted to find out if electricity could be used for a long distance communication. 11. Do you know if the 'Freedom of Word' will be shown on television tonight? 12. Life has a purpose that must be fought for. 13. A man is known by the company he keeps. 14. Everything comes to him who knows how to wait. 15. This is the only way by which we can distinguish which of the two events came first. 16. Most laboratories have small machines which are being used for demonstration purposes. 17. This paper addresses the objectives a requirements document ought to meet. 18. Every task a computer does must be programmed. 19. If a student is ill and cannot appear before the examination board he is to present a medical certificate, in which case the examination has to be postponed. 20. There is no particular reason why this should be so. 21. People often view problems the way they want to view them. 21. The methods we have developed extend straightforwardly to these designs.

UNIT 4

PRE-TEXT EXERCISES

1. Запомните слова:

loneliness – одиночество;
to distress – причинять горе, страдания;
discrepancy – разногласие, различие;
essence – сущность;
to ease – облегчать;
to substitute – заменять;
to experience – испытывать; знать по опыту;
to lack – испытывать недостаток; не хватать;
to reward – награждать;
to extend – простираться, расширяться, распространяться;
to investigate – исследовать, расследовать;
vulnerable – уязвимый;
marital status – семейное положение;
spouse – супруг(а);
to assume – брать на себя (ответственность); допускать, предполагать;
to decline – наклонять(ся); приходить в упадок, ухудшаться;
to restrict – ограничивать;
to appreciate – оценивать; отдавать должное; различать; понимать;
to face – стоять лицом к ...;
to account – считать за, рассматривать как; отвечать (за что-л.);
to suggest – предлагать, советовать; предполагать, допускать;
to reduce – уменьшать, снижать;
to suffer – страдать;
to establish – устанавливать;
to maintain – поддерживать, содержать, сохранять;
to forgo – предшествовать; отказываться, воздерживаться (от чего-л.).

2. Образуйте и переведите существительные и прилагательные, используя суффиксы *-ment(a)*; *-ion(b)*; *-ous(c)*:

a) *to enroll – enrollment*: to environ; to develop; to achieve; to move; to establish;

b) *investigate – investigation*: to assume; to decline; to restrict; to define; to create; to describe; to satisfy; to extend;

c) *fame – famous*: tremble; variety; number; monotony.

3. Прочтите и переведите текст.

INTIMATE RELATIONSHIPS

Sharon S. Brehm,
Ph.D. Professor of Psychology
at the University of Kansas

What is loneliness? Loneliness is the distressing feeling we have when there is a discrepancy between the kind of social relations we want and the kind of social relations we have. (Perlman & Peplau, 1981). Thus, loneliness is not simply what we feel when we are physically alone. We feel lonely when we are alone *if* we would rather be with someone. We feel lonely when we are with other people *if* we would rather be with someone else. The essence of loneliness is dissatisfaction with the existing state of our social relations.

Weiss (1973) has suggested that there are two different types of loneliness. In *social isolation*, we are dissatisfied and lonely because we lack a social network of friends and acquaintances. In *emotional isolation*, we are dissatisfied and lonely because we lack a single intense relationship. According to Weiss, it is not possible to ease one type of loneliness by substituting the other type of relationship. So, for example, if a couple has just moved to a new town where they do not know anyone, they will at first experience the loneliness of social isolation even though they have a very close relationship with each other. Similarly, a person can have an extensive social network and a very active social life, but still feel lonely if he or she does not have a romantic partner. If we lack a type of relationship we feel we need, we can be lonely despite other, quite rewarding aspects of our social relations.

Who are the lonely? A number of investigators have examined whether there are certain groups of people who are more vulnerable to loneliness than others. In general, this research has focused on easily identifiable demographic characteristics, such as age, marital status, and gender.

Age. We have a stereotype in our culture of the elderly as being lonely. Both young people and older people assume that the older one gets, the younger one becomes (Rubenstein & Shaver, 1982). However, when we ask people about their own experiences of loneliness, we discover that this stereotype is completely inaccurate. In fact, the most lonely people in America are adolescents and young adults (Peplau, Bikson Rook and Goodchilds, 1982). Loneliness actually declines with age, at least until people are well into the later stages of old age, when it may begin to increase. This effect of age is so strong that even among a very restricted age range of young people (14–20), the younger people reported more loneliness (Ostrov and Offer, 1980).

Although this association between youth and loneliness goes against our stereotype of the elderly lonely, it is not really so surprising when we think about it. Young people face the enormously difficult task of defining their own identity as

individuals. Without a solid sense of self, it is all too easy to feel unappreciated and unloved by others. Moreover, young people are constantly having to develop new relationships as they go through school and into employment settings; each new social situation creates the possibility of feeling lonely. Finally, it may be that younger people have greater expectations about their relationships than do older people, who have learnt to live with less than perfect understanding and compatibility.

Marital status. In general, married people are less lonely than unmarried individuals. However, most of this difference is accounted for by the greater loneliness of the separated, divorced, and widowed.

When we compare people who have never married with those who are presently married, these groups report similar levels of loneliness. Thus, loneliness seems primarily determined by the loss of a marital relationship rather than by its absence.

Gender. Most studies of the prevalence of loneliness do not report overall differences between men and women. Instead, gender appears to interact with marital status in the following ways:

1. Among married couples, females report greater loneliness than do males.
2. Among never married individuals, males report more loneliness than do females.
3. Among those who have experienced a marital separation or divorce, males report greater loneliness than do females.
4. Among people whose spouse has died, males report greater loneliness than do females.

These findings suggest that men and women may differ in their vulnerability to the two types of loneliness described earlier: social and emotional isolation. For example, Fisher and Phillips (1982) found that marriage is more likely to reduce a woman's social network than a man's. Married women may forgo employment outside the home and may leave their relatives to be with their husbands. Married men, on the other hand, are more likely to remain employed and may establish closer relationships with their relatives after marriage than they had before. Thus, married women may suffer greater social isolation than their husbands.

In contrast, whether they are married or not, women are more likely than men to maintain close friendship ties. Heterosexual men, though, tend to have close emotional relationships only with their female partners. For example, in a 1976 national survey, 72 per cent of married men but only 58 per cent of married women said they talked about their worries only with their spouses. Thus, men who are unmarried or romantically unattached may be emotionally isolated despite being with many people at work and during leisure activities.

4. Ответьте на вопросы:

1. When do we feel loneliness?
2. Why are we dissatisfied and lonely in social isolation?

3. What is the difference between social and emotional isolation?
4. Can we ease one type of loneliness by substituting it by the other type of relationship?
5. Can you give your own examples of social and emotional isolation?
6. What are the demographic characteristics used in this research?
7. Is the stereotype of the elderly as being lonely correct?
8. Why do young people feel themselves lonely?
9. What problems do young people face?
10. What role does marital status play?
11. Who feels greater loneliness in married, never married and separated couples?
12. When do you feel loneliness?

WORD STUDY

5. Переведите следующие предложения на русский язык, обращая внимание на многозначность выделенных слов:

WHETHER. 1. A number of investigators have examined whether there are certain groups of people who are more vulnerable to loneliness than others. 2. In contrast, whether they are married or not women are more likely than men to maintain close friendship ties. 3. The criterion of organization is not a matter of whether there is some interference with preceding activities. 4. It is the question whether this interference is relatively chaotic and haphazard, or whether the suppressions and changes of subordinate activities are harmonious with some main function which is being served. 5. The person receiving feedback is always responsible for deciding whether or not her present behavior is to be continued or changed. 6. Whether you are six, sixteen, or sixty years old, your ability to relate effectively to other people determines how productive and happy you are.

BOTH ...AND. 1. Important aspects of conflict management include being able to negotiate resolutions that are beneficial both to you and the other person. 2. Both our social and our intellectual growth and development are determined by the quality and nature of our relationships with other people.

IN ORDER TO... 1. A high level of trust must exist between you and the other person in order for you to get to know each other. 2. In order not to be lonely, each of us has a need for two different types of relationships: intimate relationships that provide a sense of attachment with a spouse, lover or friend of the opposite sex, and more casual relationships with a network of friends who share our interests and concerns and provide a sense of community.

IT IS ... THAT. 1. It is within our relationships that we discover who we are as a person. 2. It is through feedback from other people that you increase your self-awareness.

THE ...THE. 1. The more defensive a person is the less likely it is that she/he will hear and understand your feedback correctly. 2. The more immediate the feedback is, the more helpful it is.

HARD, HARDLY. 1. It is hard to say how the presidential election may fare next time. 2. She found it hard to make up her mind. 3. He is a hard-hearted person. He does not help his friends in need. 4. He is working hard at his thesis and making good progress. 5. I hardly know her. I have seen her only once or twice. 6. I am so tired I can hardly walk.

CASE. 1. In any case our objective was to analyze the situation. 2. In no case there will appear certain fundamental differences. 3. This may be the case, but there are a number of factors which make it unwise to draw such a conclusion.

STRUCTURE STUDY

6. Переведите предложения на русский язык. Определите виды придаточных предложений:

1. Every day we have experiences we learn from. 2. Seeing a movie about love is not the same as experiencing love. 3. To learn interpersonal skills, you first need to understand what the skills are and when they should be used. 4. The best way to learn about the skills and to master them is through structured exercises. 5. Each chapter has a series of exercises that provide opportunities to experience and master the interpersonal skills as well as to read them. 6. People learn best when they are personally involved in the learning experience.

7. Переведите предложения на русский язык, учитывая правило согласования времен:

1. They think the methods differ. 2. They think the methods differed. 3. They think the methods will differ. 4. They think the methods would differ. 5. They thought the methods differed. 6. They thought the methods had differed. 7. They thought the methods would differ. 8. He asked how one determined the values. 9. He asked whether this scientific model would apply to the industrial plant. 10. They said such an idea had never troubled them. 11. All this implies that the data was correct. 12. He said that the students of that group were studying in the library. 13. She thought that she might finish her work by two o'clock. 14. I did not think he could come there in time. 15. The students were told that they had three lectures every day. 16. The dean said that he was busy. 17. The newspapers reported that the Trade Union Congress had finished its work. 18. Students were informed that they would have industrial training in the third year. 19. The weather-man reported over the radio that it would be cold on the following weekend. 20. We learned that the results reported by these scientists were erroneous. 21. The students were told at the lecture that dynamo had been invented at the end of the 19-th century.

TEXTS FOR SUPPLEMENTARY READING AND RETELLING

Text A

PRE-TEXT EXERCISES

1. Запомните слова:

odd – нечетный; лишний; странный, необычный; случайный; свободный;
judgment – суждение, мнение; здравый смысл, проницательность;
encounter groups – группы общения;
counseling – обсуждение, совещание;
worth – заслуживающий, стоящий;
entirely – всецело, вполне, совершенно, исключительно;
scorn – презирать, пренебрегать;
aloof – отчужденный, холодный, равнодушный;
permeate – проходить, проникать, распространяться;
implication – соучастие, участие; смысл, значение, содержание;
delinquent – преступник, правонарушитель.

2. Образуйте производные слова согласно образцу и переведите их на русский язык:

questionable – *unquestionable*: material, limited, important, usual, natural, necessary, known, qualified, changing, seen;

possible – *impossible*: perfect, personal, mobile;

to appear – *to disappear*: to like, illusion, similar, comfort, to connect, connection, connected, to organize, organized, organization;

to rely – *reliable*: to access, to use, to consider, to avail; to remark; to change; to understand; to value; to vary; to profit; to market;

to replace – *replacement*: to develop; to manage; to state; to recruit; to postpone; to retire;

to produce – *producer*; to consume; to manufacture; to manage; to employ; to export; to import; to read; to write.

3. Переведите следующие интернациональные слова:

title, group, planet, special, plan, intensive, social, laboratory, human, leader, organization, technique, element, phenomenon, psychological, fact, establishment, university, foundation, agency, program, fund, area, profession, clinical psychology, psychiatry, political, represent, express, institution, pressure, modern, reason, rapid.

4. Прочтите и переведите текст.

ABOUT ENCOUNTER GROUPS

Karl Rogers

Part 1. *The Origin and Scope of the Trend Towards 'Groups'* This title may seem odd. Clearly there always have been and always will be groups, as long as man survives on this planet. But I am using the word in a special sense, that of the planned, intensive group experience. This is, in my judgment, the most rapidly spreading social invention of the century, and probably the most potent – an invention that goes by many names. 'T-groups', 'encounter groups', 'sensitivity training' are among the most common. Sometimes such groups are known as laboratories in human relationships, or workshops in leadership, education, or counseling. When it deals with drug addicts the group is often labeled a synanon, after the Synanon organization and its techniques.

One element which makes this phenomenon well worth psychological study is the fact that it has grown up entirely outside the 'establishment'. Most universities still look upon it with scorn. Until the last two or three years, foundations and government agencies have been unwilling to fund programs of research in this area; the established professions of clinical psychology and psychiatry have stayed aloof, while the political right wing is certain that it represents a deep-seated Communist plot. I know of few other trends which have so clearly expressed the need and desire of *people* rather than institutions. In spite of such adverse pressures, the movement has blossomed and grown until it has permeated every part of the country and almost every kind of modern organization. It obviously has significant social implications. Part of the purpose of this chapter will be to look into some of the reasons for its surprisingly rapid and spontaneous growth.

These intensive groups have functioned in a variety of settings. They have operated in industries, in universities, in church settings; in government agencies, educational institutions, and penitentiaries. An astonishing range of individuals has been involved in this group experience. There have been groups for presidents of large corporations, and groups for delinquent and pre-delinquent adolescents. There have been groups composed of college students and faculty members, of counselors and psychotherapists; of school drop-outs, of married couples, of families, including both parents and children; of confirmed drug addicts and criminals serving sentences; of nurses, educators, teachers, school administrators, industrial managers, State Department ambassadors – even members of Internal Revenue Service!

The geographical spread attained by this rapidly expanding movement has reached from Bethel, Maine, to San Diego, California, and from Seattle to Palm Beach. Intensive groups were conducted in a number of other countries, including England, France, Holland, Australia and Japan.

Origin. Some time prior to 1947 Kurt Lewin, a famous psychologist working at the Massachusetts Institute of Technology with his staff and students, developed the idea that training in human relations skills was an important but overlooked type of education in modern society. The first so- called T-group (T standing for training) was held in Bethel, Main in 1947, shortly after Lewin's death. Those who had worked with him continued to develop these training groups at MIT and later at the University of Michigan. The summer groups at Bethel came to be well known. An organization, the National Training Laboratories, was formed with offices in Washington, D. C.

5. Ответьте на вопросы:

1. What are the names of the most rapidly spreading social invention?
2. What fact makes this phenomenon well worth psychological study?
3. Who sponsored the research in this area?
4. Where did the groups function?
5. What idea was formulated by Kurt Lewin ?
6. Is there a necessity to conduct such groups in Russia?

6. Переведите следующие предложения на русский язык. Сделайте разбор по членам предложения.

1. One element which makes this phenomenon well worth psychological study is the fact that it has grown up entirely outside the 'establishment' 2. Until the last two or three years, foundations and government agencies have been unwilling to fund programs of research in this area; the established professions of clinical psychology and psychiatry have stayed aloof, while the political right wing is certain that it represents a deep-seated communist plot. 3. I know of few other trends which have so clearly expressed the need and desire of people rather than institutions.

Text B

ABOUT ENCOUNTER GROUPS

Karl Rogers

Part 2. Areas of application. In our schools, colleges, and universities there is a most desperate need for more participation on the part of learners in the whole program, and for better communication between faculty and students, administrators and faculty, administrators and students. There have been enough experiments along this line so that we know it is perfectly feasible to improve communication in all

these relationships, and it is nothing short of tragic that education has been so slow to make use of this new social invention.

Because I am more familiar with the functioning of the group in educational institutions, my illustrations will be from that source.

A number of staff members and I, at the Center for Studies of the Person, have tried this new instrument for social change in a large educational system consisting of a women's college which trains many teachers, eight high schools, and fifty elementary schools. The system is staffed and supervised by the Catholic Order of the Immaculate Heart, and its top leaders wanted very much for us to come in and help them introduce a process of self-directed change. Without this strong support from the top we would not have embarked on this venture. Administrative support is most necessary.

Jointly with the committee from that system we planned a series of encounter groups for college faculty, college students, and eventually a variety of groups of faculty *and* students. Finally, the administrative council of the college which, like most administrators, is reluctant to get involved in personal things, requested a task-oriented group and helped find the leaders for it. We also held separate encounter groups for high school faculties and high school students and then finally with high school faculty, administration, and students *together*, although the faculty had been quite apprehensive at first about meeting directly with the students. We held a large number of workshops with the staffs of the elementary schools: teachers and principals. These groups ranged from being somewhat disappointing to the participant to outstandingly successful groups in which everyone, including the facilitator, found much personal profit in the experience.

One of the changes achieved was in the administrative structure and policy of the organizations, particularly the college. As a result of the task-oriented workshop, the budget system and the way the budget was set up were completely overhauled to make it much more participative and not an imposed budget. Several serious interpersonal frictions and problems in the administrative council were worked out – with deep feelings and a few tears – in a way which left things running definitely more smoothly. Jointly, the administrative council planned an all-day session between the students and the president of the college in which the whole point was to hear what the students wanted, their aims for the college and for themselves, and their criticisms of its present functioning. This proved a most profitable undertaking, in the judgement of all concerned.

There also developed all kinds of innovative changes in the classrooms. For one thing, we began to receive many invitations to meet with teachers and students in a particular course, or with a department faculty and the students majoring in that area. Almost without exception, these sessions turned out extremely well, and faculty-student communication was greatly improved. Particular teachers and departments also introduced many, many innovations. I think these have all been in the direction of greater student participation and initiative; more self-responsibility, self-discipline, and deeper cooperation between faculty and students. Such changes have

gone on in the teaching of languages, philosophy, teacher education, music, theater arts, an interdisciplinary seminar involving scientists - almost the whole range of the college curriculum. Not only have these innovations taken place, but they are still continuing more than three years after the experiment began, even though we as outside facilitators have withdrawn entirely.

Perhaps one example taken from a recent letter will indicate the sort of thing that is still happening. 'We are working on a self-initiated and self-directed program in teacher education. We had a fantastically exciting week-end workshop here recently. Students, faculty, and administration, 75 in all, brainstormed in a most creative and productive way. One outcome is that students will immerse themselves in schools all over the city observing classes, sitting in on faculty meetings, interviewing teachers, students, and administrators. Our students will *then* describe what *they* need to know, to experience, to do, in order to teach. They will then gather faculty and other students around them to assist in accomplishing their own goals.' Here is self-directed change at its best.

One of the significant outcomes which made this last experience possible was that the system became so convinced of the value of the intensive group as a means of self-directed change and problem-solving that they sent several of their people away for training as group facilitators, and these people are now able to assist with task and encounter groups within the system itself. A senior administrator is the next to undertake such training.

Text C

INTERPERSONAL EFFECTIVENESS AND SELF-ACTUALIZATION

David W. Johnson

Interpersonal skills development. To initiate, develop, and maintain caring and productive relationships, certain basic skills must be present. These skills generally fall into four areas:

1. Knowing and trusting each other.
2. Communicating with each other accurately and unambiguously.
3. Accepting and supporting each other
4. Resolving conflicts and relationship problems constructively.

The first area of skill development involves self-disclosure, self-awareness, self-acceptance, and trust. A high level of trust must exist between you and the other person in order for you to get to know each other. Getting to know each other involves telling or in some other way disclosing how you are reacting to what is presently taking place and how you feel about it. Such Openness depends on your self-awareness and self-acceptance; if you are unaware of your feelings and reactions, you cannot communicate them to another person, and if you cannot accept your feelings and reactions, you will try to hide them. Telling other people who you

are and listening carefully when they tell you who they are is how you begin and prolong all relationships.

The second area of interpersonal-skills development involves communicating your ideas and feelings accurately and unambiguously. Especially important is communicating warmth and liking. Unless you believe the other person likes you and the other person believes that you like him or her, a relationship will not grow. Communication skills begin with sending messages that are phrased so that the other person can easily understand them. They also include listening in ways that ensure that you have fully understand the other person. It is through sending and receiving messages that all relationships are initiated, develop, and stabilized.

When a friend asks you for help, what is the best way you respond? When someone you know is going through a personal or family crisis and needs your personal support, what is the best way to express your concern? The third area interpersonal skills development concerns mutual acceptance and support. Responding in helpful ways to another person's problems and concerns, communicating acceptance and support, using reinforcement and modeling to increase the constructiveness of another person's behavior are all important relationship skills.

Finally, learning how to resolve interpersonal conflicts and problems in ways that bring you and the other person closer together and help the relationship grow and develop is vitally important to maintaining a relationship. Conflicts will arise no matter how much two people care about each other and no matter how often they provide opportunities to increase their closeness and commitment. Important aspects of conflict management include being aware of your usual strategies for managing conflicts, defining conflicts in ways that facilitate or help bring about a constructive resolution, being able to negotiate resolutions that are beneficial both to you and to the other person, and being able to manage your feelings (such as anger) constructively. Conflicts are inevitable, even among the best of friends, and ensuring that conflicts deepen rather than weaken a relationship involves a vital set of interpersonal skills.

Self-awareness through feedback from others. Personal growth involves self-disclosure in words and actions, feedback from a trusted person, a comparison between what you are now and your vision of what you might become, attempts to change, followed by further feedback and self-evaluation, and so on. Feedback from people you trust can confirm your view of yourself or reveal to your aspects of yourself and consequences of your behavior you never knew. And it is through feedback from other people that you increase your self-awareness.

When other people disclose how they are reacting to your behavior, they are giving you *feedback*. The purpose of feedback is to provide constructive information to help you become aware of how your behavior affects others and is perceived by others. The key benefit of feedback is that it tells you when you are off course with respect to your desired objectives. Often the most helpful feedback is that which tells

you that your behavior is not being as effective as you want it to be and, therefore, helps you modify your actions so that they become more productive.

When you disclose how you are reacting to the actions of another person, you are providing the other person with feedback. Helpful feedback tells the other person what effect her/his actions are having on you. It is important to give feedback in a way that will not be threatening to the receiver and make the receiver defensive. The more defensive a person is, the less likely it is that she/he will hear and understand your feedback correctly. The person receiving feedback, furthermore, is always responsible for deciding whether or not her/his present behavior is to be continued or changed. By increasing another person's self-awareness through feedback, you provide her/him with a more informed choice for future behavior. Some characteristics of helpful, non-threatening feedback are:

1. Focus your feedback on the person's behavior, not on his personality.

Refer to what a person does, not to what you imagine his traits to be. Thus, you may say the person 'talked frequently in the meeting' rather than saying the person 'is a loudmouth.' The former is an observation of what you see and hear and the latter is an inference about, or interpretation of, the person's character.

2. Focus your feedback on the descriptions rather than on judgments.

Refer to what occurred, not to your judgments of right or wrong, good or bad, or nice or naughty. You might say, 'You do not pronounce words clearly, and you speak too softly to be heard,' rather than, 'You are a terrible, rotten, lousy public speaker.' Judgments arise out of a personal frame of reference or value system and should be avoided, whereas description represents, as much as possible, neutral reporting.

3. Focus your feedback on a specific situation rather on abstract behavior.

What a person does is always related to a specific time and place. Feedback that ties to a specific situation and is given immediately after the behavior has occurred increases self-awareness. Instead of saying, 'Sometimes your face lights up and happiness shines out of your eyes,' say, 'When you and John were talking just now your face lit up and you smiled in a way that made me feel warm.'

4. Focus your feedback on the 'here and now' not on the 'there and then'

The more immediate is the feedback, the more helpful it is. Instead of saying, 'Three years ago when I saw you in the hall you did not speak to me,' say, 'Hey, I just said hello and you didn't reply. Is something wrong?'

5. Focus your feedback on sharing your perceptions and feelings rather than on giving advice.

By sharing perceptions and feelings you leave other people free to decide for themselves, in the light of their own goals in a particular situation at a particular time, how to use the perceptions, reactions, and feelings. When you give advice, you tell other people what to do with the information and thereby take away their freedom to determine for themselves what is for them the most appropriate course of action. Let the other people decide for themselves what behavior they want to change.

III. FROM THE HISTORY OF COMPUTERS

UNIT 5 The creation of the computer

UNIT 6 MyDoom computer bug causes global havoc

Texts for supplementary reading and retelling:

Text A: Language learning via the Web

Text B: Spam to get worse before it gets better

UNIT 5

PRE-TEXT EXERCISES

1. Постарайтесь запомнить следующие сокращения:

ENIAC (Electronic Numerical Integrator and Calculator) – электронный цифровой интегратор и калькулятор;

ABC (Atanasoff-Berry computer) – (вычислительная) машина Атанасова-Берри (первая цифровая ЭВМ на электронных лампах);

UNIVAC (The UNIVersal Automatic Computer) – универсальная автоматическая (вычислительная) машина;

FORTAN (short for FORmula TRANslator) – ФОРТРАН (язык программирования);

COBOL (short for Common Business Oriented Language) – КОБОЛ (язык программирования);

IC (Integrated Circuit) – интегральная микросхема (чип, микрочип);

LSI (Large Scale Integration) – большая интегральная схема;

CRT (Cathode-Ray Tubes) – электронно-лучевая трубка;

VLSI (Very Large Scale Integration) – сверхбольшая интегральная схема.

2. Прочтите и переведите текст.

THE CREATION OF THE COMPUTER

The history of computers covers 160 years. The early years from 1830 – 1950 were considered its infancy.

Charles Babbage invented the difference engine and the analytical engine. The difference engine was used in finding errors in handwritten tables. The analytical engine was designed for mathematical computations. This machine had five features found in today's computers. They are:

1. an input device;
2. the storage place;

3. a processor used for calculations;
4. a control unit used for calculations;
5. an output device.

The Countess of Lovelace, Augusta Ada Byron was the first programmer. Herman Hollerith's tabulation machine allowed the 1890 census unofficial counts to be announced in six weeks. The principal difference between Hollerith's machine and earlier ones was its use of electricity. The Hollerith Code was used in punched cards. This coding structure is rarely used today. IBM was formed through the merger of three companies, one being Hollerith's Tabulating Machine Company.

Thomas J. Watson, Sr. was the father of IBM. He led the company in computers in 1936 and allocated \$1,000,000 to Howard Aiken who read Lady Lovelace's notes and felt that a modern machine could be built resembling the analytical machine. He developed the Mark I and unveiled it in 1944. In fact the machine did very little more than military computations.

ENIAC was created based upon the ABC principles. ENIAC was first general purpose computer to use secondary storage and the stored program. This machine was the base for the UNIVAC I which was the first commercially sold computer. The vacuum tube was used as the primary computer component during the first generation of computers. Punched cards and magnetic tape were used for secondary storage. The major problem with these early computers was the enormous amount of heat from the vacuum tubes.

The second generation computers were significantly improved with the transistor. During this generation assembly languages replaced the machine language. FORTRAN, the first high-level language, was developed in 1954 for mathematical computations. COBOL was introduced in 1959 for business applications. Both languages with significant revisions are in use today.

The integrated circuit (IC) replaced the transistors in the third generation computers. The small silicon chip (approx. 1/8 inch) held thousands of transistors. The semiconductor chip is made of a crystalline substance that conducts electricity. In 1970 large scale integration (LSI) compressed thousands of integrated circuits into an inch piece of silicon.

The third generation of computers was dominated by the IBM 360 family of computers. These machines were designed to do both business and scientific work. Interactive processing allowed the use of CRT for input and output.

The fourth generation introduced the microprocessor on a chip. VLSI introduced in 1975 revolutionized the microprocessor industry. This achievement allowed small computers to be placed in watches, cars, television sets. Today computers are about 1/100 the size of first generation computers. The microprocessor chip is much faster than ENIAC.

The fifth generation was introduced in the mid of 1990s. New areas under development in this generation include artificial intelligence, expert systems and natural languages. Artificial intelligence simulates intelligence, imagination and intuition. Expert system allow the computer to be the expert on a given subject and

provide consulting capabilities. Natural languages refer to our every day language. Computers of the future will use natural languages.

WORD STUDY

3. Выучите следующие пары слов:

cheap – expensive; complex – simple; natural – artificial; losses – gains; victory – defeat; to win – to lose.

4. Запомните значение следующих слов:

(to) estimate, evaluate, assess, appraise, rate, value;
(to) attain, achieve, reach, succeed, win, gain;
(to) organize, manage, run;
(to) injure, hurt, damage, wound;
(to) enhance, intensify, increase;
(to) approach, move toward, draw near, approximate;
(to) compute, calculate, count;
aim, purpose, goal, target, object, objective, end;
outcome, result, effect, consequence;
rebel, revolt, resistance, disobedience;
capacity, ability, capability, faculty, skill, talent;
ingenious, skillful, inventive, original;
disaster, tragedy, misfortune.
catastrophe, cataclysm;
complex, complicated, intricate, involved, difficult;
quick, swift, rapid, fast, speedy.

5. Переведите следующие предложения на русский язык, обращая внимание на выделенные слова:

ENHANCE. 1. The deadliness of modern weapons has been enhanced by computers. 2. Computers enhance man's capacities nearly in every sphere.

ASSESS. 1. Who is to be permitted to judge individual abilities and who should assess academic performance and progress of students? 2. Damages due to computer's error were assessed at 1000 dollars.

APPRAISE. 1. For a layman it is sometime difficult to appraise possible uses of computers. 2. The equality of the machine's performance is to be appraised.

ATTAIN. 1. The computer at first failed to attain the necessary perfection in performance. 2. The machine never attained the required power. 3. Some are born great, others attain greatness.

RUN. 1. The teaching of industrial management was run at a commercial enterprise. 2. This man is responsible for running a computer business in the region. 3. Running a computer games business has become very popular lately.

SUSPECT. 1. The computer today has more intelligence than we suspected it to possess. 2. I suspect there is an error in the software here. 3. The hardware showed qualities that no one would have suspected it to have.

ARISE. 1. Mistakes often arise from carelessness. 2. Serious obligations may arise from the proposed plan.

PROCEED. 1. Let us proceed to the next item on the agenda. 2. Stop arguing about questions of procedure and get down to business. 3. Please, proceed with your work.

FEED. 1. This container feeds the machine with raw material. 2. This information is to be fed into the computer for processing. 3. The same statistics are fed into the machine to be assessed against each other.

WEIGH. 1. It is necessary to weigh one plan against another. 2. He should weigh the consequences of his action. 3. Before coming to a conclusion he weighed all the 'pros' and 'cons'

COOL. 1. In the face of any danger a computer remains cool. 2. The problem of cooling has been thoroughly studied in England in connection with ventilation of mines and factories. 3. The minister was given a cool reception.

6. Переведите следующие предложения на русский язык, обращая внимание на придаточные уступительные предложения, вводимые союзом *while*:

1. While computers have already enhanced the danger of war they still may play a beneficial role in preventing wars. 2. While computers are becoming more and more complex, no computer has attained human intelligence so far. 3. While the number of electronic computers is constantly growing they are not used to full capacity because there is no adequate software. 4. While computers can answer some questions better and quicker than man can, it is the man who must formulate the questions. 5. While people can manage without computers, the reverse is not possible so far. 6. While there is life there is hope. 7. While we stop to think, we often miss our opportunity. 8. We judge ourselves by what we feel capable of doing, while others judge us by what we have already done.

7. Ответьте на вопросы:

What would you prefer (what would you rather do): a) Communicate with a person or a computer? b) Learn a foreign language with the help of a teacher or a computer? c) Have a diagnosis stated by a doctor or a computer? d) Have your marriage arranged by your friend or a computer? e) Play chess (games) with a person or a computer?

8. Расскажите о наиболее важных функциях компьютера. Используйте следующие выражения:

translate the text into another language; write poetry; play chess; gather and process experimental data; monitor the launching of spaceships; maintain them in orbit; control thermonuclear reactions (in nuclear power plants); make complicated calculations in physics, mathematics etc.; forecast weather; provide educational programs; control the operation of the machines; control complex technological processes; locate the necessary information; accumulate information; control the flights of the missiles; book airplane and railway tickets; select a suitable match (prospective husband or wife).

STRUCTURE STUDY

9. а) Найдите определения в следующих предложениях и переведите их:

1. The device made in our laboratory will be used in industry. 2. Scientists working at new computers have a lot of different problems to solve. 3. A citizen of our country was the first to circle the globe. 4. The first television black-and-white pictures produced a sensation in 1939. 5. Computers of different types and sizes have appeared in every country of the world. 6. Materials necessary to produce supercomputers are difficult to make. 7. A system capable of transmitting long distance messages was developed at the end of the last century. 8. People often view problems the way they want to view them.

б) Найдите союзные и бессоюзные придаточные определительные предложения и переведите их:

1. It is difficult to imagine the world we live in without radio, television and telephone. 2. Morse invented a code that used dots and dashes for letters of the alphabet. 3. Al. Bell found an assistant who was a specialist in electronic engineering. 4. They wanted to build a machine which people could use to talk over long distances. 5. Bell did not know German which most writers of scientific and technical papers used at that time. 6. The decimal system that was developed by French scientists was introduced in Russia by D.I. Mendeleev. 7. The building our students live in is not far from the institute. 8. Bell was making his experiments in a room next to the room Watson worked in. 9. For a long time Bell couldn't get the results he was looking for. 10. The discovery of Newton's mistakes we shall read about was made by a young physicist. 11. The plant this material is produced at is in the Urals. 12. The problem this article deals with is connected with the subject we study. 13. Life has a purpose that must be fought for. 14. A man is known by the company he keeps. 15. Everything comes to him who knows how to wait. 16. This

paper addresses the objectives a requirements document ought to meet. 17. Every task a computer does must be programmed. 18. People often view problems the way they want to view them. 19. If a student is ill and cannot appear before the examination board he is to present a medical certificate, in which case the examination has to be postponed.

UNIT 6

PRE-TEXT EXERCISES

1. Постарайтесь запомнить следующие выражения:

as if – как бы; как будто бы;
as well as – также;
unlike – в отличие;
at the mercy of – на милость кого-либо; во власти кого-либо;
on the heels of – по пятам; вслед;
a surge of attacks – волна нападений;
stern warning – строгое предупреждение;
intent – намерение;
disrupt – разрушать;
proliferate – размножаться;
contend – бороться;
wiggle – вилять, вихлять, протискиваться;
initiate – запускать, начинать;
originate – порождать;
malicious – злобный, преднамеренный;
nasty – гадкий, своенравный, злой; отвратительный, ужасный, мерзкий;
recipient – получатель;
extension – степень распространения неисправности; расширение;
reinforce – подкреплять, усиливать;
occlude – преграждать; закрывать, поглощать;
preclude – предотвращать, устранять; мешать;
bug – клоп.

2. Переведите следующие выражения, пользуясь словарем:

the fastest replicating bug; computer bug; email in-box; hard drive; spam email message; unsolicited email; email attachment; attached file; plain-text file; zip file; identifiable characteristic; repetitive pattern of attack; Department of Homeland Security; ingenious greeting; computer security experts; National Cyber Alert

System; web site; the American software company SCO group; huge data system overload; Internet vandals; \$250,000 reward.

3. Переведите однокоренные слова:

swift(a) – swift(n) – swift(v) – swift-footed(a) – swift-handed(a); swiftness(n);
proliferate(v) – proliferation(n) – prolific(a);
disrupt(v) – disruption(n) – disruptive(a).

4. Прочтите и переведите текст.

MyDOOM COMPUTER BUG CAUSES GLOBAL HAVOC

Vincent Urbanowicz

Special to Moscow News (#4, February 4 – 10, 2004)

As if we didn't have enough problems combating the common cold, now there's MyDoom to contend with.

The virus, which also goes by the name Novarg, began infecting computers around the world last Monday. Computer security experts are describing the virus as the fastest replicating bug in the relatively short history of the Internet.

On Sunday, the virus bagged its first victim when it brought down the web site if the American software company SCO Group with a huge data system overload. The company released a statement at midnight on Saturday that its site 'was flooded with requests beyond its capacity.' The Microsoft Corporation is now reinforcing the defense walls around its site, as they expect a surge of attacks sometime this week.

The primary reason for the unprecedented success of this virus is that it is unique, unlike any of its predecessors. The bug is being labeled a 'worm' by the experts because it wiggles its way into email in-boxes and hard drives. The virus has been so swift in its global proliferation because it originally emerged in the form of a spam email message that few Internet users found to be suspicious. (It may be just coincidence that Microsoft founder Bill Gates on Friday predicted the end of unsolicited emails by 2006 at the World Economic Forum in Davos).

According to Spinindustry Systems, the MyDoom worm poses 'as a harmless text file, claiming to be from a colleague or friend, and offers the believable explanation that the original message had to be translated into a plain text file for delivery the message urges recipients to open the attached file, which is really a zip file that includes a malicious virus'

Unlike other computer bugs, MyDoom contains few identifiable characteristics and no repetitive patterns of attack. It could enter the in-box of an email with a subject heading that says 'Hi,' though there have been other similarly ingenuous greetings. There are several types of email attachments that the worm hides inside of, the most popular being extensions: '.bat,' '.cmd,' '.exe,' '.pif,' '.scr,' or '.zip.'

Once the MyDoom worm has infiltrated a computer system, the latter is largely at the mercy of the hacker community. The virus creates a 'back door' entrance into the infected computers which allows Internet vandals to spy on the machine, as well as use it as a platform to initiate further attacks.

Microsoft Corporation issued a stern warning and a \$250,000 reward for the capture of the culprits. 'This worm is a criminal attack,' said Brad Smith, general counsel at Microsoft. 'Its intent is to disrupt computer users, but also to keep them from getting to anti-virus locations. Microsoft wants to help the authorities catch this criminal.'

Following the 9/11 terrorist attacks in the U.S. – where 60 per cent of the contaminated MyDoom emails originated – the Department of Homeland Security initiated the National Cyber Alert System five days before the virus broke out. It seems that Homeland Security miserably failed its first cyber test.

The telephones at the Russian computer security group, Kaspersky Labs, remained busy throughout the day on Monday.

5. Ответьте на вопросы:

1. What are the names of the most famous computer bugs?
2. What definition of the virus 'MyDoom' is given by the computer security experts?
3. What was the first victim bagged by the virus?
4. What are the reasons for the unprecedented success of 'MyDoom'?
5. Why is the bug being labeled a 'worm' by the experts?
6. Can the user distinguish 'MyDoom' bug ?
7. What measures can be taken to avoid contamination of computers?
8. Where does the worm hide?
9. Why is 'MyDoom' bug so dangerous?

WORD STUDY

6. а) Переведите предложения на русский язык, обращая внимание на сочетание глагола *to fail* и инфинитива:

1. The students failed to translate some sentences because they were too difficult.
2. He had a good memory for detail, but often failed to grasp general principles.
3. I fail to understand why you are always late for classes.
4. Critics of Freud sometimes fail to appreciate the importance of facts discovered by psychoanalysts.
5. She read too much for her age and books for children failed to satisfy her.
6. Some people fail to realize that they have duties as well as rights.
7. The discussion was very interesting but some students failed to take part in it.
8. If a scientist has no knowledge of the humanities he fails to see his own branch of science in prospective.

9. He kept obstinately to his own point of view and all the arguments of his opponents failed to impress him. 10. Proponents of this theory have so far failed to prove it with facts.

Примечание: Глагол *to fail* с инфинитивом может иметь значение неспособности совершить действие, выраженное инфинитивом: *I fail to understand his behavior.* – Я не могу понять его поведение. Этот глагол может также служить показателем отрицания, лишённого каких-либо дополнительных значений: *In his report he failed to mention some important facts.* – В своем докладе он не упомянул некоторые важные факты.

b) Переведите следующие предложения на русский язык, обращая внимание на сочетание существительного *failure* и инфинитива:

1. Experimental data should be carefully recorded. Failure to do so may greatly distort the results of the experiment. 2. When a teacher is disappointed in his student he is actually disappointed at his own failure to reach his goal. 3. Teenagers are often angry with the adults for their failure to take them seriously. 4. The scientist was frustrated by the government's failure to finance his research project. 5. Failure to appreciate this great discovery retarded the development of science.

Примечание. Существительное *failure*, как и глагол *to fail* в сочетании с инфинитивом, может иметь значение как неудавшейся попытки, так и простого отрицания. При переводе сочетания с существительным *failure* удобно разворачивать в придаточное предложение: *Failure to recognize these factors resulted in serious mistakes.* – То, что эти факторы не были признаны, привело к серьезным ошибкам.

7. Переведите следующие предложения, обращая внимание на выделенные слова:

SECURE. 1. We read some books to secure information, others to enjoy leisure hours. 2. The development of writing secured a means of recording and passing on knowledge. 3. By building the dam, they secured the village against floods. 4. Are we secure from interruption here? 5. The child felt secure when his mother was near. 6. People must feel secure about their future. 7. I fully realize that peace and security are rightful aims. 8. The Security Council is a permanent peace-keeping organ of the United Nations. 9. This terrorist group is a danger to the security of the state. 10. The president was guarded by security agents. 11. Computer security experts are describing the virus as the fastest replicating bug in the relatively short history of the Internet. 12. Social security is a system providing help for people who are ill, disabled, or too old to work. 13. It seems that Homeland Security miserably failed its first cyber test.

DIFFER. 1. A somewhat different method leads to the same result. 2. While differing in detail these programs involve similar problems. 3. The nature of this problem is somewhat different, and different questions arise concerning objectives and methods to be used in public policy. 4. They always differ in opinion.

EFFECT, AFFECT. 1. The other factors are unaffected. 2. There is no effect without a cause. 3. The problems require effective planning. 4. The reconstruction was effected immediately. 5. End effects are negligible. 6. Government policy may affect economic growth, both favorably and unfavorably.

REGARD. 1. But this is not the case as regards the above statements. 2. The approach, regardless of its complexity, is an appropriate way of implementing the development plan. 3. One regards it as being unacceptable. 4. We regard these views to be self-evident.

INVOLVE. 1. The authors are working on a project involving design and implementation of the special system. 2. The user must become more substantively involved by having to understand, learn, and remember what is going on. 3. This stage involves a number of procedures that often presents serious problems.

UNDER. 1. Nothing new under the sun. 2. The question under consideration was money. 3. The optimal design is still under evaluation. 4. The sample was tested under severe conditions. 5. About twenty years ago they were grossly underpaid, as opposed to the present time, when they are merely underpaid. 6. Underproduction of goods was evident. 7. Consequently, in pure research many implicit assumptions are made about the conditions under which its results will be applied. 8. The machines under consideration are strongly connected.

GET. 1. The latter problem has started to get special attention. 2. As people get older they grow more set in their ways and do not welcome any innovation. 3. You cannot get blood out of the stone. 4. He got his proposals accepted. 5. You cannot expect to get anything without working for it. 6. To get the best out of any language, some knowledge of simulation is essential. 7. What happens when a boxer gets knocked out in the ring?

STRUCTURE STUDY

8. Переведите следующие предложения на русский язык, выделяя придаточные обстоятельственные предложения:

1. Where there is a will there is a deed. 2. We must learn to obey orders before we are qualified to give them. 3. Consistency will increase and ambiguity will decrease as the process progresses. 4. Problems cannot be solved until they are accurately defined. 5. Although the new method can be used to study these systems we shall use the old one. 6. They gathered together round the table so that they could review the procedures they now follow. 7. Two different sources were used, lest there be interference. 8. Beware of an attractive offer, for there may be a catch in it. 9. You will be informed as soon as the drawings are received. 10. However difficult

the problem may be it must be solved. 11. After the system has been running for a reasonable period of time, it will be possible to gather empirical data. 12. Whatever effects the industry affects the general economy. 13 Whatever advice you give, be short.

9. Переведите предложения, обращая внимание на значение модальных глаголов:

1. They who lose today may win tomorrow. 2. To make supercomputers we need highly developed electronics and new materials. 3. The development of new materials does not mean that old materials should lose their significance. 4. You ought by all means to do something. 5. A fool may ask more questions than a wise man can answer. 6. In the next few years engineers are to develop computers of more than one billion operations a second. 7. To see distant objects clearly one should change the focus. 8. It should be said that special space vehicles are necessary for industrial production of space materials. 9. Morse discovered that telegraph messages did not have to be written, they could be sent as a sound. 10. In the past messages to and from Europe had to be sent by ship. 11. Life can only be understood backwards; but it must be lived forward. 12. Tasks may be performed by two individuals when one should be suffice. 13. We can readily rearrange the constituents of the system.

10. Переведите предложения, обращая внимание на степени сравнения прилагательных и наречий:

1. The book contains far more than its title suggests. 2. Good, better, best – never let it rest, till the good gets better, and the better – best. 3. Bad is never good until worse happens. 4. Much will have more. 5. This is the least important fact. 6. The higher your expectations, the greater will be your disappointment. 7. They provide evidence that their method is more accurate than his.

TEXTS FOR SUPPLEMENTARY READING AND RETELLING

Text A

1. Слова к тексту:

via – через, сквозь; посредством чего-либо, с помощью чего - либо;
paper – научный доклад; статья; диссертация;
aid – помогать, оказывать помощь, способствовать;
instruction – обучение, преподавание;

solve – решать, разрешать (проблему и т.п.); находить выход; выяснять;
 diverse – иной, отличный от чего-либо, различный, несходный;
 solution – решение, разрешение (вопроса и т.п.); разъяснение;
 probably – вероятно, наверное;
 retirement – отставка;
 associate professor – адъюнкт-профессор;
 incredible – маловероятный, немыслимый, неправдоподобный;
 extent – пространство, протяжение, расстояние, протяженность; объем;
 benefit – выгода, польза, прибыль, преимущество;
 initially – в начальной стадии, в начале; в исходном положении;
 medium – средство; посредничество; середина, среда, условия жизни;
 closely – близко, вплотную, тесно, плотно, сжато; внимательно, тщательно;
 reflect – отражать(свет, звук, тепло); навлекать (позор);
 interaction – взаимодействие(among, between, with);
 delivery – поставка, доставка;
 outline – нарисовать контур, очертить;
 consciousness – сознание; понимание, осознание;
 currently – теперь, в настоящее время; ныне;
 expectation – ожидание, ожидаемый результат; предположение, надежда;
 inseparable – неотделимый, нераздельный, целостный, неразлучный (from);
 retrieval – возврат, восстановление, поиск; способность восстанавливаться;
 nevertheless – все же, все-таки, тем не менее; однако, несмотря на;
 shortcoming – недостаток, изъян;
 regard – внимание, рассмотренис;
 huge – огромный, гигантский, большой;
 evidence – ясность, наглядность, очевидность;
 obsess – завладевать, преследовать, мучить(о навязчивой идее);
 notion – идея, представление, понятие, знакомство, знание;
 pledge – отдавать в залог;
 violate – нарушать, осквернять, попира́ть, преступать;
 innate – врожденный, природный, прирожденный, присущий, свойственный;
 term – срок, определенный период, длительность продолжительность;
 eon – бесконечность, вечность;
 straight-forward – метод прямого вызова по соединительным линиям;
 ahead – вперед, впереди;
 involve – втягивать, вовлекать, вызывать, приводить к чему-либо;
 punish – наказывать, карать, налагать взыскание;
 eternity – вечность.

2. Прочтите и переведите текст.

LANGUAGE LEARNING VIA THE WEB

Michael D. Bush

Brigham Young University

Biodata. Michael Bush, involved in programming different computers in various ways and using them to solve diverse problems over the past 27 years, has a very wide range of experience in the uses of high technology in education. At the US Air Force Academy he developed technology solutions for language learning and played an instrumental role in the installation of what is probably the first operational interactive videodisc-based language learning center. Since his retirement from the Academy in August, 1992, Professor Bush has been serving as Associate Professor of French and Instructional Science at Brigham Young University.

Introduction. Few, if any, technological innovations have enjoyed such a meteoric rise in the public consciousness as have the Internet and associated World Wide Web technologies. Currently doubling in size roughly every 50 days, the growth in the Web is nothing short of extraordinary.

Within many quarters in education this attention is raising expectations that Net-based technology will be useful for delivering educationally sound materials to any student – anywhere. Indeed, materials are already starting to appear on the Web. The main question at this point seems to be ‘Are we ready to transition all or some of our lesson materials from current delivery systems to the Net?’ If so, then there is a great need for work on the types of instructional interactions that can be supported on the Net as well as for investigation into the ways these can be implemented.

Current status. The success of the Web is inseparable from the relatively standard and widely available browser interfaces such as *Netscape Navigator*, *Mosaic*, and Microsoft’s *Internet Explorer*. This important ingredient, combined with the simple data storage and retrieval mechanism that is being used, all create an architecture that is easily scaleable from simple to very powerful systems and is distributable via a straight-forward communications protocol. Developed at the European center for Particle Physics (CERN) and the National Center for Supercomputing Applications (NCSA) in Illinois, these elements employ and are embodied in the Hyper-Text Transport protocol (HTTP) and the Hyper-Text Markup Language (HTML.) that are the crucial elements of the Web today.

Nevertheless, the current status of the system is one typified by two fundamental shortcomings: organization and bandwidth. In the first regard, someone in the not too distant past described the Web as much a huge, wonderful library. You enter the front door and there are all the books - piled in the middle of the floor. The second difficulty is illustrated quite well by a recent colleague in foreign language education. When asked whether she was doing anything on the Web, she replied, ‘Oh, you mean the World Wide Wait?’ It is easy to understand that these two

comments illustrate the need for easier access to information and faster ways to distribute it.

Organization seems to be coming quickly, as evidenced by the increasing number of powerful search engines that now exist on the Web. And increased bandwidth is supposedly just around the corner, some say, to follow on the heels of the de-regulation made possible by the *Telecommunications Act of 1996*.

Any assessment of the current status of the Web for the delivery of instruction would be incomplete without consideration of two final difficulties. First, the current business model is unclear for anyone wishing to use the Net as a distribution medium as part of a self-supporting publishing enterprise. It is not clear that quality interactive materials will be widely available until someone can make money distributing them. Second, the levels of interaction are inadequate for certain forms of instruction when compared with current interactive multimedia systems.

Business Model. Free!?!? Many people seem to be obsessed with the notion that everything should be free on the Net. Moreover, some individuals have assumed the role of self-appointed guardian and have pledged, vigilante-style, to punish anyone who violates humanity's supposed innate right to freely access anything present on the Net. Unfortunately, one often gets what one pays for, as is witnessed by the numerous 'cob-Web' infested corners of the Net that haven't been touched since their creation eons ago in terms of the Web's incredible time scale. Furthermore, the issues of protecting intellectual property rights and finding appropriate financial incentives surpass technical problems in their complexity. Thus, it is clear that something needs to be done to create a vibrant, self-supporting system that will continue to be worth of our attention.<...>

The challenge, therefore, is to create a system that uses the payment mechanisms that are being put into place, all the while remaining something less than overly restrictive in how the system deals with intellectual property. While it is necessary to protect the efforts of content developers, it is also crucial to stymie creativity in other quarters through the use of unnecessarily prohibitive copyright rules and regulations, problems that perhaps dwarf technical issues.

Summary. The incredible, almost organic, growth of the Internet and the Web is opening up interesting forms of communication that promise to revolutionize the way many things are done. The extent to which foreign language learning will benefit from this revolution will be determined initially by the degree with which communication via the medium will closely reflect the ways that language has traditionally been used, and then perhaps move on to new paradigms. Second, there remains the need to be able to organize experiences in hyperspace in ways that books and film organize one's experience with stories, and instruction and research organize a learners experience with knowledge. As the technical and economic problems are solved, making the Information Superhighway a reality, interactions and delivery strategies such as those outlined here will help language educators begin to explore ways to move ahead in developing interesting pedagogy.

STRUCTURE STUDY

3. Переведите предложения на русский язык, выделяя модальные глаголы и их эквиваленты:

1. However complex the task it must be done on time. 2. These processes need not be considered in details. 3. Ideal must be composed of things known to us. 4. It may not be economic to make the correction while the computer waits. 5. These relationships do not need to be reexamined. 6. Simplification as a method of understanding can and must be the method of understanding any science. 7. They were not allowed to carry out the experiment. 8. We have had to investigate a wide range of economic problems as well. 9. This theory shall continue so long as the sun shall shine. 10. However they were confronted with pressing problems which they had to solve as well as they could. 11. According to the author this theory should hold all cases. 12. The program or the database does not have to be changed. 13. It has been argued for a long time that programmers should not have to reinvent the wheel every time they write a program. 14. It may take you twelve hours reading to produce an intellectually honest article of a thousand words. In fact you will have to educate yourself as well as your public. 15. They who lose today may win tomorrow. 16. A fool may ask more questions than a wise man can answer.

4. Переведите предложения, используя правило ряда:

1. The approach is used for time and money saving purposes. 2. They have used the temperature controlled system. 3. The research team developed a new kind of information receiving system. 4. They presented the mass of data necessary for effective land use planning. 5. There is a vast controversy-filled literature on the problem. 6. Argument force rather than force argument should dominate. 7. This research describes the development of a digital computer simulation model. 8. These error recovery techniques are well known. 9. In addition to the organizational approach, chief programmer team operations are based on two major innovative disciplines. 10. Experience shows that work study does in fact provide one of the most valuable means of improving production efficiency. 11. A requirements document should specify only the external behavior. 12. The subject of this paper involves the implementation of a maximum absolute error algorithm comparison criterion. 13. All commands are forwarded to the microdensitometer through the microprocessor based controller.

5. Переведите предложения, обращая внимание на отступление от прямого порядка слов английского предложения:

1. Nowhere can we see such rapid progress as in computing technique. 2. Related to the process of automatization are social and economic effects. 3. This book does

not attempt to deal adequately with these details. Nor does it cover the programming techniques used in these programs. 4. Nothing in science is ever completely new, nor is the independent work of different persons ever identical. 5. Hardly had this result been ignored. 6. But in vain was the warning. 7. It is the computers which provide the key to the fully automatic factories of the future. 8. However, problems do occur in the following situations. 9. Whether for good or ill the importance of science today needs no emphasizing, but it does need understanding. 10. For this purpose no direct method has been devised, nor is it likely that such a method is possible. 11. To that pavilion came important visitors.

Text B

SPAM TO GET WORSE BEFORE IT GETS BETTER

By Vernon Tidwell

The Moscow News (#13, 7 – 13 April 2004)

The UK government surveys businesses on a biannual basis for their opinions on the fight against unwanted email. The most recent Department of Trade and Industry's Information Security Breaches Survey found that over half of British businesses' email is spam, with 55 per cent of companions saying that the level of this electronic infestation is rising. Only 10 per cent of the respondents believe there has been a drop.

As most email users know, the typical content of spam ranges from quasi-normal (importance medicine) to the absurd (collect an inheritance from a wealthy Nigerian prince). In Russia, the increased competition among spammers has brought the cost of sending a million emails down to less than \$200.

An interesting (but all too common) story happened on March 26, when, according to an anti-spam committee with UNESCO, spammers sent out information for a seminar to be held by Russian Railways (RZhD), the Moscow Chamber of Commerce, and a certain company known as OOO PRK City Construction. Most experienced email users would not believe that RZhD and the city's chamber of commerce would send out millions of email letters for a small conference, and PRK City Construction later admitted that it ordered the spam. The company said that the advertising was 'effective' for the cost, so 'why not use it?' The company did not say whether it is a member of the Chamber of commerce, and RZhD said it is in no way affiliated with the construction company. In other words, if only a handful of people believe a received email, then the company has already made money on the purchase.

Such purchases are usually made through Internet payment plans, such as PayPal or Webmoney. Using this system, the spammer can remain anonymous, and any attempts to catch him must first come from a court order, which summons a computer specialist to find the virtual lawbreaker. This anonymity is the only fact that allows spammers to stay in business.

IV. ECONOMICS AND POLITICS

UNIT 7 The heavy price of freedom

UNIT 8 Moscow billionaires

Texts for supplementary reading and retelling

Text A. Between rags and riches

Text B. Apocalypse round the corner ?

Text C. A moment of truth for Russian economy

UNIT 7

PRE-TEXT EXERCISES

1. Запомните следующие слова и выражения:

putting it mildly – мягко говоря;

to be nothing short of – не что иное, как;

humiliating dependence on – унижительная зависимость от;

to give a lie to... – показать ложность чего-либо, опровергнуть;

dichotomy – деление на две части, дихотомия;

fiefdom – феодальное владение;

principality – княжество;

impunity – безнаказанность;

entity – субъект;

no wonder – неудивительно;

satrapy – сатрапия (правление жестокого, деспотичного правителя).

2. Переведите на русский язык следующие словосочетания:

President Putin's first campaign speech; the achievements of Putin's first term; overzealous canvasser; current term; remarkable feature; complete break; Yeltsin heritage; Russia's choice; early 1990s, serious miscalculations; the[1998] default; country's population; instant loss; [bank] accounts; international financial organizations; independent positions; the international arena; the highest juridical acts; the state's unified legal and financial-fiscal system; the separatist challenges; country's disintegration; authoritarian satrapies; authoritarian rulers; corrupt bureaucrats, perfect impunity.

3. Прочтите и переведите текст.

THE HEAVY PRICE OF FREEDOM

Editorial

The Moscow News (18 -24 February 2004)

Reaction in the press abroad and in the liberal press here to President Putin's first campaign speech has been curious, putting it mildly. The speech was more in the nature of a State of the Nation address, summing up the achievements of Putin's first term and outlining his vision of what must be done in the second. Volumes could thus be written on practically every sentence in it. Instead, the point that has been most prominently discussed in the majority of newspaper reports was, 'Will he or won't he run for the third term; or extend his tenure to seven years?'

The point was not touched in the speech at all, it was raised by an overzealous canvasser later, and what Putin had to say on it was the same as he had been saying all along till he was blue in the face: 'No third term for him, no extension of the current term, no changing the Constitution, the Constitution was all right, what we ought to do is to make it work harder than change it; start changing the Constitution, and you won't know when to stop and what would happen.'<...>

Now to the speech itself. The most remarkable feature of the speech is that it clearly marks a complete break with the Yeltsin heritage and, by extension with The Family and its cohorts. Moreover, Putin is apparently building his campaign around the contrast between the Yeltsin heritage and the way it was overcome in his first term in the office. The picture he drew of that heritage was nothing short of apocalyptic.

The President started by describing Russia's choice in favor of freedom in the early 1990s as a 'great and real achievement of the Russian people, one of the country's greatest achievements in the 20-th century.' Then he asked his listeners, 'But what price did we have to pay for this?'

The price tag was really exorbitant: 'serious miscalculations in the implementation of economic and social reforms,' 'a third of the country's population found itself in fact below the poverty line,' 'the people were scared by the [1998] default and the instant loss of all the money in their [bank] accounts,' 'the country fell into a humiliating dependence on international financial organizations and all kinds of international financial speculators,' 'Russia largely lost its independent positions in the international arena,' 'the country's Constitution and federal laws lost their quality as the highest juridical acts,' 'some regions had in fact moved outside the state's unified legal and financial-fiscal system,' 'the separatist challenges that have been maturing in Russia during several years were not properly met by the powers that be.'

The worst thing about this picture is that it is true. It gives the lie to the view now being hammered in with all the power of various propaganda machines – of Russia

as a democracy under Yeltsin and autocratic tendencies under Putin. The dichotomy is quite different: a clear tendency toward anarchy and the country's disintegration vs. Consolidating the nation. In 1999, Russia was just a collection of 89 principalities headed for disintegration in the same way as the Soviet Union before it. Each of those entities was a sort of Chechnya, defying the Center and at the same time milking it. Suffice it to recall the anarchy in terms of legislation, each fiefdom passing laws that contravened the Constitution and federal laws with perfect impunity.

What some people now nostalgically call 'Yeltsinite democracy' was in fact a period of 89 authoritarian satrapies with 89 authoritarian rulers, each with a 'party' of corrupted bureaucrats for political machine, a single 'authorized' bank, and other tools. That situation pleased quite a few people both here and abroad. No wonder they are now disappointed and cry foul.

There can be no democracy in Russia unless there is a Russia. Thank God enough people realize it. Like seventy-one percent of the electorate. May be more. We will soon see.

4. Ответьте на вопросы:

1. What was the reaction of foreign and liberal press here to President Putin's first campaign speech?
2. What parts did his speech consist of?
3. What point has been most prominently discussed in majority of newspaper reports?
4. What is the most remarkable feature of the speech?
5. How is Putin building his campaign?
6. What picture did he draw on the Yeltsin heritage?
7. What price did the country have to pay for freedom?
8. What is your vision of Russia future development?

WORD STUDY

5. Переведите следующие предложения на русский язык, обращая внимание на значение выделенных слов:

RESULT (IN), (FROM). 1. Their experiments resulted in the discovery of argon. 2. The change in velocity resulted from the force acting from outside. 3. If we plot these parameters a straight line results. 4. The application of this method results in the following formula. 5. It results from higher income per head. 6. One should see what will result from one's actions. 7. Explain what profit will result.

PRESENT. 1. The results of two model tests will be presented in order to demonstrate the potentials of the model. 2. The essence of the approach is to present

the model in terms of these factors. 3. This process is presently seen as problematic from the point of view of the less developed countries. 4. The present situation is rather complicated. 5. The project presented had many advantages.

TERM. 1. The classification has been made in terms of the complexity of the available strategies. 2. In terms of those functions the equation can be written as follows. 3. This term had been used for a long time. 4. We obtain these values in terms of the following formula.

WAY. 1. Putin is building his campaign around the contrast between the Yeltsin heritage and the way it was overcome. 2. When a person wants to say something he will find a way to say it. 3. This problem may be solved in different ways. 4. The teacher must present his material in such a way as to stimulate the student's interest. 5. We must find the most effective way of learning. 6. Your progress at the University depends on the way you studied at school. 7. I don't remember the way this machine works. 8. Sociology is interested in the way groups interact with each other. 9. Teachers of biology realize now that the only way to know the animals is to study them in their natural surrounding. 10. I don't like the way you talk to your teachers. You must be more polite with them.

Примечание. Слово *way* имеет несколько переносных значений. Наиболее типичным является значение 'метод, средство, манера': *I shall find the way to do it.* – Я найду способ это сделать. Иногда это существительное просто содержит указание на образ действия и при переводе может опускаться: *I don't like the way you translate this sentence.* – Мне не нравится, как вы переводите это предложение. Слово *way* также может иметь значение 'отношение': *This book is useful in every way.* – Эта книга полезна во всех отношениях.

DUE TO. 1. They paid due attention to the problem. 2. The scheme due to Pr. A. is of great interest. 3. After due consideration of the paper we proceeded to the other items on the agenda. 4. He is due to speak at the meeting. 5. They treated the problem with due attention. 6. The agreement was due to misunderstanding. 7. This was due to the raise of temperature.

STRUCTURE STUDY

6. Переведите следующие предложения на русский язык, обращая внимание на формы и функции причастия в предложении:

1. The speech was more in the nature of a State of the Nations address, summing up the achievements of Putin's first term and outlining his vision of what must be done in the second. 2. Volumes could be written on every sentence of it. 3. The point was not touched upon in the speech at all. 4. It was raised by an overzealous canvasser later. 5. There is no sign of Putin changing his stance on this issue. 6. The people were scared by the [1998] default. 7. Some regions had moved outside the state's unified legal and financial-fiscal system. 8. The separatist challenges were not properly met by the powers. 9. Each of those entities was a sort of Chechnya, defying

the center and at the same time milking it. 10. No wonder they are now disappointed and cry foul.

7. Переведите предложения на русский язык, обращая внимание на зависимые причастные обороты:

1. The idea can be pronounced true if tested by experience. 2. When speaking about the new projects the lecturer showed a map. 3. A barometer is an instrument measuring atmospheric pressure. 4. As mentioned above the experiment was a success. 5. Mercury is used in barometers, having a great specific gravity.

8. Переведите следующие предложения на русский язык, обращая внимание на модальный глагол *should*, имеющий значение долженствования:

1. Taxation should be arranged in such a way, as to make the rich pay more than the poor. 2. There are different views as to the way taxes should be collected. 3. If children are to become responsible members of society they should be taught to handle money. 4. People with large families should pay less taxes than those having no children to support. 5. People have different ideas as to how taxpayers' money should be used. 6. The percentage of the tax should grow with the taxpayer's income.

9. Переведите следующие предложения на русский язык, обращая внимание на союз *whether*:

1. Should everyone pay the same tax, whether he is rich or poor? 2. We may ask whether our system of taxation is fair. 3. We don't know whether the new financial policy of the government will be successful. 4. The welfare of people depends to no small degree on whether taxes are distributed fairly. 5. Children should have equal opportunities to get an education, whether they come from rich or poor families.

10. Переведите следующие предложения. Определите виды придаточных предложений:

1. The point that has been most prominently discussed in the majority of newspaper reports was, 'Will he run for the next term?' 2. Previously he said that if anything was done to change the Constitution in that respect, it would only affect his successor. 3. Start changing the Constitution and you won't know what would happen and when to stop. 4. What we ought to do is make the Constitution work rather change it. 5. If anything was done to change the Constitution in that respect, it would only affect his successor. 6. The most remarkable feature of the speech is that it clearly marks a complete break with the Yeltsin heritage. 7. The picture he drew of that heritage was nothing short of apocalyptic. 8. The worst thing about this picture

is that it is true. 9. Suffice it to recall the anarchy in terms of legislation, each fiefdom passing laws that contravened the Constitution and federal laws with perfect impunity. 10. What some people now nostalgically call 'Yeltsinite democracy' was in fact a period of 89 authoritarian satrapies with 89 authoritarian rulers.

UNIT 8

PRE-TEXT EXERCISES

1. Постарайтесь запомнить следующие слова и выражения:

annual – ежегодный;

versus the USA – против США;

handful – горстка;

according – в соответствии;

tenure – владение, занятие должности;

to skew – отклоняться, сворачивать в сторону, искажать, извращать.

2. Переведите следующие словосочетания:

billion-dollar mark; rising electricity and gas bills; annual list; the 25 billionaires yearly incomes; vast majority; high oil prices; WWII veterans; rising incomes; expanding manufacturing rates; average income.

3. Прочтите и переведите текст.

MOSCOW BILLIONAIRES

Latta's column

The Moscow News (3-9 March 2004)

Forbes published its annual list of the world's billionaires last week, and although the list changed little from last year, one fact did take many Russians by surprise: The number of billionaires in Russia and particularly in Moscow.

The United States and Germany led the list of countries for the number of billionaires, while, not so surprisingly, Russia came in the third, with 25 billionaires versus the U.S. 277 and Germany 52. What surprised most people is that Moscow is home to 23 billionaires, only six behind New York.

This prompts the question: For a country with a population of 144 million and GDP the size of Portugal (which has two billionaires) or, say, Michigan (seven billionaires), where do these billions come from? The answer is natural resources, of course, particularly oil and gas (eight Russians were added to the list, according to

Forbes, «thanks to rising oil prices»), and of course there are a handful who passed the billion-dollar mark because of aluminum.

Russia also has the distinction of its richest man being the only billionaire currently held in prison.

What neither Forbes, nor these billionaires themselves, tell the readers is the number of Russians in poverty: about 22 per cent of the population, or just over thirty one million people. Poverty in Russia is no glamorous thing, either; the vast majority of those living in poverty are the elderly who live off of pensions that are as often as not less than \$50 per month.

Russian billionaires buy football teams and Faberge eggs, while WWII veterans struggle to find enough money to pay for their rising electricity and gas bills after buying potatoes and bread.

Other billionaires buy entire estates and titles in England, while the poor in Russia work hard to find adequate shelter cheap enough to house their families.

But the media does not present their stories, for they are not the successes we are trained to look for. We look for expending manufacturing rates, high oil prices, and rising incomes. We are taught to support the government, as under its tenure the average income in Russia rises by some 15 per cent a year. But how do the 25 billionaires' yearly incomes skew the statistics? With them out, would the \$200 per month figure go down?

These are the questions that no one, other than the state agencies that produce the numbers, can answer. But ask a person in Vladivostok (when he is not rushing from work to catch his two hours of running water per day) if he is proud of the number of Russian billionaires on the Forbes list.

What do you think his answer would be?

4. Ответьте на вопросы:

1. What fact surprised Russians most of all?
2. Where do these billions come from?
3. What information is hidden from the readers?
4. Do the 25 billionaires' yearly incomes skew the statistics?
5. Are the Russians proud of the number of Russian billionaires on the Forbes list?

WORD STUDY

5. Переведите предложения на русский язык, обращая внимание на перевод следующих слов и выражений: *both; neither... nor; neither; either; either... or*.

1. Both men are scientists.
2. I do not know which article to choose. I'll take both.
3. I don't know which article to choose. I think I'll take neither.
4. I do not

know which article to choose. Either of them seems interesting. 5. There are two statements in this report. Neither of them is true. 6. He neither knows nor cares what happened. 7. If he does not understand what kind of people he is dealing with, he must be either blind or stupid. 8. All post-graduate students of our group both teach and carry out research work at the University. 9. There were guards on either side of the president. 10. Both questions were extremely difficult. 11. You must not favor either side in the dispute. 12. He will neither understand nor help you.

6. Переведите предложения на русский язык, обращая внимание на значения выделенных слов и их производных:

AUTHORITY. 1. An officer exercises authority over soldiers under him. 2. These boys are under the authority of their teacher (he is responsible for them). 3. Health authorities threatened to close the plant because of air pollution. 4. The 'Oxford English Dictionary' is the authority on English words. 5. The client authorized his lawyer to act for him in his absence. 6. The Finance committee authorized the spending of money on a new sports ground. 7. Local authorities decided to have a new school built in the town.

SPECULATE. 1. We have no precise information on the matter. We can only speculate about it. 2. His study dealt primarily with the speculative philosophy of the early XIX century. 3. His speculative reasoning couldn't convince me. 4. It is interesting to speculate about the future of human race. 5. People who speculated in food during the war were severely punished.

CIRCULATE. 1. Blood circulates through the human body. 2. He is never cold because he has good blood circulation. 3. The circulation of this newspaper is over a million.

NEGLECT. 1. One mustn't neglect one's duty. 2. A neglected cold may result in pneumonia. 3. The garden was in a state of neglect. 4. You neglected to tell me about the meeting.

Примечание. Обратите внимание на то, что *neglect* + Infinitive означает 'не сделать чего-то, что следовало бы сделать'. В этом случае при переводе можно пользоваться отрицательным предложением или глаголом 'забывать': *He neglected to say 'Thank you'.* – Он забыл поблагодарить (он не поблагодарил).

AVERT. 1. The threat of global catastrophe must be averted at all costs. 2. She averted her eyes from the terrible spectacle. 3. Conservative people are averse to change. 4. He has a strong aversion to getting up early.

INSIGHT. 1. This author shows deep insight into human character. 2. The book is full of remarkable insights. 3. She had a sudden insight into what her life would be like.

THE VERY. 1. That was the very thing I wanted to have most. 2. You are the very man I want to see. 3. The very idea of going abroad delighted him. 4. He made his remarkable speech at the very end of the conference. 5. He knew our very thoughts and dreams.

INCLUDE, EXCLUDE, CONCLUDE, OCCLUDE, PRECLUDE. 1. He strongly objected to including these data into the report. 2. One may ask whether these experiments exclude this possibility. 3. This was precluded by changing the requirements. 4. We conclude this section by stating the task. 5. The precipitate occluded the flow of liquid.

STRUCTURE STUDY

7. Переведите предложения, указав подлежащее независимого причастного оборота:

1. The other conditions being equal, the acceleration will be the same. 2. The choice having been made, all the other alternatives have been rejected. 3. Numerous experiments having been carried out at the orbital stations, it became possible to develop new methods of industrial production of new materials. 4. Only the first choice was hard to make, the rest of the choices causing no trouble. 5. All the equipment removed, the explorers stopped working. 6. We carried out a series of reactions, the raw materials brought from their laboratory. 7. With water being cooled, the rate of reaction was low. 8. Anthony Panizzi designed the Reading Room of the British Museum, the Reading Room being a perfect circle. 9. Both scientists and scholars carry out research, the difference between the two being that the former are engaged in exact and natural sciences, while the latter work in the field of the humanities. 10. With the model reconstructed we may start rethinking of the whole process. 11. Performance observations were recorded, with particular attention on the variables. 12. The 'optimal' method was noticeably superior to the others, with the former bearing the latter on both tests. 13. President Jefferson having offered personal library, the foundation of the Library of Congress was laid. 14. The distance having been measured, the computer adjusts the car's speed. 15. Nobody having anything more to say, the meeting was closed. 16. These data must be taken into account, the effect of interconnections being by no means negligible.

8. Переведите предложения на русский язык, уделяя особое внимание способам образования отрицательной формы английского предложения:

1. It did not take them more than two hours to carry out the experiment. 2. Until 1960 this reaction was unknown. 3. The contradiction did not prevent them to come to the same view. 4. Our experiments indicate that rearrangement is unlikely but not impossible. 5. It was obviously undesirable, if not impossible. 6. His definition of the problem satisfies no requirements mentioned above. 7. Nothing good resulted from our actions. 8. These finding do not preclude the possibility. 9. The available resources will not exclude reproduction of the experiment. 10. We conclude that these equations do not preclude the possibility. 11. We could not conclude this section without giving the comparison of the two methods.

TEXTS FOR SUPPLEMENTARY READING AND RETELLING

Text A

BETWEEN RAGS AND RICHES

Economists assess 2004

The Moscow News (#1, January 2004)

The main economic indicators of 2004 are contradictory. If one measures them in numbers, then they are quite convincingly positive. If quality is analyzed, then the positive results are quite questionable. For analyses we chose five major achievements of the past year:

1. GDP growth of 6.5 per cent.
2. Population's real earnings growth of 13 per cent.
3. Strengthening of the national currency by 2.5 rubles vis-a-vis the dollar.
4. Keeping inflation at the 12 per cent border.
5. Growth of gold/hard currency reserves from \$45 billion to \$72 billion.

PLUSES

Deputy Board Director, RAO United Energy systems of Russia

YAKOV URINSON:

This is a very positive result. It is particularly important because this was gained against a background of lower inflation to the forecasts level of 12 per cent and a sharp rise in Central Bank reserves. 12 per cent inflation is exactly the figure used in this year's budget. This is extremely important: after all, in past years the government had not been able to keep within the planned limit. Inflation was actually higher than had been planned for in the budget. This resulted in excess budget earnings that were spent not very effectively, putting it mildly. This year we met the inflation figure as it has been predicted, which still leaves us with the job of sharply increasing the effectiveness of all budgetary expenses. The non-interest bearing budgetary expenses should be further lowered because that it will be simply impossible to lower inflation to a one-digit estimated figure (nine per cent or lower). A great deal is said now about economic growth being due to a favorable situation in terms of world prices for our export – gold, palladium, oil, gas, etc. But one must not forget that we have a fairly respectable investment dynamic this year. It is nearly twice as high as the rate of GDP growth; internal investment demand and consumption indicators are rising accordingly. As far as the much talked-about doubling of GDP by decade's end is concerned, for me it sounds very much like 'catching up and surpassing America' or 'building communism by such-and-such year.' But from a real economy point of view 6,5 per cent growth is a good result for the year.

***Vice-president of the Russian Academy of Sciences,
academician ALEXANDER NEKIPELOV:***

The rise in the real standard of living this year, as well as last year, is difficult to call into question. The figures for the population's real earnings growth announced by Goskomstat already allow for inflation. Of course there is always room for discussion – 13 per cent growth or, say, 10 per cent. Personally I do not doubt that this figure correctly defines this year's tendency. It's a different matter that the population's earnings have started to rise from a very low level, so one cannot be exactly jubilant at the present growth, nor at the wide gap between the highest and lowest paid strata.

State Duma deputy

VICTOR GERASHCHENKO (Rodina):

The strengthening of the ruble shows that things are going well for the economy in general. The budget surplus, excellent trade balance and real growth in gold reserves all add to the strength of the national currency. People's trust in the national currency is growing; more and more people are changing their dollar savings into ruble-based accounts. Of course, from the point of view of import substitutions and the increase in competitiveness of Russian goods, a weaker ruble would be preferable. But its strength is an objective process, it is doubtful that the Central Bank will need to undertake any measures in order to weaken the ruble artificially. In the end, any state will say that it is in favor of a strong national currency. The United States is saying so too, although at the present moment it is in its interest to have a weaker dollar.

MINUSES

Head of Research, Institute of Globalization Problems

MIKHAIL DELYAGIN:

To be sure, it is possible to comfort oneself by saying that growth based on high oil prices is better than no growth at all. But the country has not even tried to squeeze the maximum out of favorable external factors. Real needs in the economy and in society were ignored in 2003 because of high oil prices, as in every year before. Not one serious reform is going along as it should, so one may as well forget about doubling the GDP in the near future. We did not use the unique situation that emerged in the years 2000 and 2001 – I mean the dynamic of the post-default economic recovery, and now we are slowly getting ourselves into new difficulties. We are facing an inevitable increase in crises phenomena, which by the end of Putin's second term may become so powerful that they could bury the hopes of the ruling structures to prolong his rule.

VICTOR GERASHCHENKO:

To bring inflation levels down to at least eight or nine per cent is a proper task, but unattainable, alas. And even those figures are far from the levels of inflation of two or three per cent that are deemed acceptable in civilized countries. There, an

increase in inflation of one or two tenths of a percentage point is considered an emergency situation. Here, I believe, we will not see single-digit inflation even next year. In the best case scenario, the government is counting on inflation of ten per cent. The problem is that inflation here does not only have economic underlying causes but also, let us say, technical ones. Systematic rate increases in natural monopolies, especially in energy, affect price levels in general. Price growth depends on the structural reorganization of our entire economy.

ALEXANDER NEKIPELOV:

Keeping such substantial reserves is a huge burden on the country's economy because in essence that money does not bring any earnings. It is distributed in first class foreign securities, for the most part U.S. ones. Given very low percentage rates and a falling dollar, they have nearly zero profitability. That is to say, vast sums of money are accumulated in reserves that could be used only in the event of an extreme situation in the economy. But in a regular situation the reserves are not used for the economy, their upkeep being merely an unnecessary burden.

Text B

APOCALYPSE ROUND THE CORNER?

Editorial

The Moscow News (24-30 March 2004)

Last week Mark Urnov's Expertiza fund published the results of a poll that appear to illustrate antidemocratic, authoritarian tendencies among Russia's population. The findings gave rise to various apocalyptic predictions concerning the future of democracy in Russia, as political scientists discussed them at an Open Forum in the wake of the March 14 presidential election.

Mr. Urnov himself concluded his extensive comments on the findings with the dire prediction that the current trends in the country's development might lead 'not only to the system of power, but to the whole of Russia disintegrating.' Another speaker, Boris Makarenko, opined that democracy came to Russia in the 1990s by a quirk of history, but now it has come to a 'sorry end.' Anatoly Adamishin was convinced that the 'country would drift toward authoritarianism, possibly with some infusions of democracy, sometimes demagogic, sometime genuine.' Alexander Kononov was slightly more upbeat: The president's latest speech represented 'a fairly well developed liberal program. We now have a liberal president. On the other hand, we have a political reality that is developing in the opposite direction. This conflict will resolve itself in the near future.'

What is the 'political reality' revealed by the Expertiza study that is said no warrant these apocalyptic predictions?

Nearly two thirds of Russians believe that all rich people are thieves, and almost as many would like to be rich (i.e. they are prepared to become thieves); 68 per cent

think that it is the state's duty to guarantee each individual a decent job and a decent standard of living. The means for this must come from de-privatization: 75 per cent of the respondents insist that the oil and gas industries and the railway system must belong to the state. One of the reasons given for this is the fear that these assets would fall into the hands of foreigners.

That was another set of findings that appear so devastating to the Open forum speakers: evidence of increased xenophobia, anti-Semitism, and great power delusions among the Russian public. More than 60 per cent agree that 'Russia must be feared, then it will be respected'; 60 per cent supported measures to restrict the areas where people from the Caucasus would be permitted to live in Russia; 51 per cent are similarly disposed toward the Chinese; 42 per cent are in favor of curbing the influence of Jews on various aspects of public life. Finally, 53 per cent confessed they would like to live under authoritarian president, apparently in the hope that he would achieve the state of affairs desired by the public.

The picture is indeed scary. The big question is, of course, to what extent it represents 'political reality.' The way we see it, most savants speaking at the Open Forum tended to accept the pollsters' substitution of certain phantoms of mass consciousness for political reality.

OK, two-thirds of the population believe that the rich are thieves, and wish they were rich thieves themselves. Anyone who knows anything about Russia will see at once that this is nothing but Oblomov-type daydreaming. A student of political reality, not of dreams, might want to ask a different question: 'What do you intend to do, immediately, to move from honest poverty to dishonest riches?' The answer would be, with 100 per cent certainty: nothing. Petty theft is endemic and not even frowned upon, if it's stealing from the state, but that is hardly a path to oligarchic riches.

De-privatization, now. To get at the 'reality' on this issue, the pollsters would have done well to ask if the respondents were prepared to de-privatize their privatized apartments, dachas, plots of land, etc. That might make the people's attitude toward private property a bit clearer than what was elicited by the rather provocative questionnaire.

Or take what appears to be the public's 'great power delusions.' Sure, everyone would like to see Russia a great power – but would they be prepared to go serve in huge, Soviet-type armed forces, or send their sons to serve in them (it is useful to recall that up to 90 per cent of Russia's youngsters dodge the draft)?

The figures on xenophobia and anti-Semitism only seem frightening until you recall that just about nine per cent of those same people voted for the far right nationalists in the December election.

To conclude: the most that can be said about the findings of this poll is that mass consciousness ambivalent. The people may have certain ideas about the way things should be, and some of these ideas are pretty scary. But when it comes to practical choices, they forget their wishful thoughts and vote for a system in which, they know for certain, their chilling ideas will have no hope of fruition.

Text C

A MOMENT OF TRUTH FOR RUSSIAN ECONOMY

Editorial

Moscow News (23-29 June 2004)

The year 2005 will become a moment of truth for the Russian economy, said the Minister of Economic Development and Trade German Gref.

The Russian economy has to find new sources of growth, if not next year the rate of GDP growth will be less than four per cent, which does not correspond well with the goal of doubling the country's GDP by 2010.

Gref's ministry had predicted growth of 6.6 per cent this year. Growth in the first quarter alone was above eight per cent.

Speaking of the current economic situation Gref enumerated several factors of current growth which have basically exhausted themselves and which need to be replaced by something fundamentally new.

In particular the Economy Minister said: 'At present the factor of artificially low ruble exchange rate, which was brought about by the 1998 financial crisis, has practically exhausted itself and the country's economy has to look for new sources of growth'

Gref also forecasted a decrease in world oil prices that may have a negative impact on the Russian economy, if it does not relinquish its dependency on export of raw materials such as oil. Oil exports in 2001 and 2002 totaled \$30 billion (six to seven per cent of GDP) and in 2003 totaled \$50 billion (about nine per cent of GDP). The minister also expressed confidence that the current structure of the Russian economy presupposes that the actions of the government are 'critical for diversifying and accelerating the economy.'

German Gref also talked about the economic forecast for the current year. He said that the GDP growth in January-may amounted to 7.3 per cent, and that the Economy Ministry forecasts that the second half of 2004 will see a slow down in the rate of the growth. 'overall of GDP in 2004 is expected to slightly exceed six per cent, but in the next few years this figure will steadily decline,' said Gref. 'In 2005 the GDP growth won't exceed five per cent in case of favorable conditions, and may be as low as three per cent in case the overall economic conditions become unfavorable.'

In order to combat the economic slowdown and to accelerate the rate of growth, said Gref, the Russian government has to guarantee a constant and considerable growth of people's incomes and to create a favorable entrepreneurial climate in the country in order to attract investments.

Even if Russia is able to fulfill president Putin's call to double GDP by 2012, it will only be equal to the Soviet Union's GDP of 1983.

V. SOCIOLOGY

UNIT 9 Action and interaction

UNIT 10 Power and social interaction

Texts for supplementary reading and retelling:

Text A. Deviance and social structure

Text B. U.S. military condemned for prison horrors

Text C. Exchange theory

UNIT 9

1. Запомните следующие слова:

columnist – обозреватель;
sidewalk – тротуар;
strain – напряжение;
witness – свидетель;
to mutter – бормотать;
to scream – вскрикнуть, взвизгнуть от боли;
to summon – вызывать, призывать;
to occur – иметь место, происходить, случаться, встречаться;
to stab – наносить удар (кинжалом, штыком), ранить, закалывать;
to bleed – истекать кровью;
to inflict – наносить удар, ущерб, причинять боль, горе;
to violate – совершать насилие, грубо нарушать (закон), попирать;
to respond – отвечать, реагировать;
to refrain – удерживаться, воздерживаться;
to reinforce – подкреплять, укреплять;
cruel – жестокий;
callous – бессердечный, черствый;
immoral – аморальный;
unfeeling – бесчувственный;
insensitive – нечувствительный;
unsure – ненадежный, неопределенный, неуверенный, колеблющийся.

2. Образуйте наречия от следующих прилагательных и выучите их:

outrageous, probable, ironical, technical, structural, general, regular, special, dramatic.

3. Прочтите и переведите текст.

ACTION AND INTERACTION

Allan A. Johnson

Columbia University, 1992

Writing in the *New York Times*, columnist A.M. Rosenthal (1987) expressed his troubled feelings about how to react when passing by a homeless person lying on a sidewalk, or when encountering those who mutter or scream to themselves while walking the streets of many large U.S. cities these days. What, he wondered, were his responsibilities in such situations? Should he summon medical help? The police? Should he inquire if a person is all right?

In thinking about his dilemma he was reminded of an incident that occurred late one night in March 1964 when a woman named Kitty Genovese was murdered outside her apartment in a middle-class neighborhood of New York City. Thirty-nine people watched from their apartments as she screamed in agony and terror while her attacker stabbed her repeatedly in a struggle that lasted for more than 30 minutes. He left her bleeding, but alive, only to return later and attack her again. Not one of the witnesses did anything to help her, no one even called the police until the final fatal wound had been inflicted.

The witnesses violated important norms and values against which we might judge their behavior as outrageously immoral and unfeeling. In the public shock that followed, the question was raised repeatedly: How could people behave that way? For each one who raised that question, there was probably an underlying statement: 'I would have done *something*.'

If we think of the witnesses' behavior as simple actions carried out by individuals, our explanations will tend to be psychological: they were perhaps too insensitive, immoral, or frightened to pick up a telephone and call for help. Sociologists, however, are reluctant to settle for that kind of explanation, for it ignores the fact that when we act, we act in *relation* to one another and social systems.

Latane and Darley (1970) tried to answer the question 'How could people behave that way?' and to test the common assumption that most people would behave differently. As a participant in their experiment, you would have been invited to a small group discussion about personal problems. You are told that there are six of you, and to help you be more open about yourselves, each of you will sit in your own room from which you cannot see one another. Each person has two minutes to talk

through an intercom system and during that time, no one else can communicate with other members of the group. After everyone has spoken, each member may speak for an additional two minutes. You will go last.

The first person to talk mentions that he sometimes has violent seizures, especially when he is under strain. After you and other members talk your lives and problems, the first person speaks again. Suddenly he says:

'I-er- if somebody could help me out it would – it would er-er-s-s-sure be – sure be good ... because er- the er-er a cause I -er-I-uh I've got a-a one of the er-seiz...er-er-things coming on and-and-and I could really – er use some help so uh-er-er-er c-could somebody er-er-help er-uh-uh-uh-(choking sounds) I'gonna die er-er-I'm gonna die er-er-seizure-er'(choking sounds again, then quiet).

What would you do? Immediately leave the room and look for help? Or sit and wonder if you should do anything? (At the end of the experiment, by the way, you learn that all the voices you heard were recorded.)

Latane and Darley wanted to explain why some subjects respond faster than others and why some fail to respond at all, and they focused not on personality differences but on how population characteristics of the situation affected the subjects' responses. In particular, they wanted to know how the number of people in group affects interaction.

Their results were dramatic. Of those who believed they were in a six-person group, only 30 per cent went for help, whereas 62 per cent of those who believed they were in a three-person group responded to the plea. Of those who believed they and the victim were the only members, fully 85 per cent went for help. Although individual characteristics may explain why some people in six-person groups went for help and others did not, they cannot explain why those in larger groups were less likely to act than those in smaller groups.

A sociological explanation of why people may not help others combines both social and population factors. First, the more bystanders there are, the likely we are to assume that someone will help; we spread responsibility over the entire group, and the larger the group is, the more thinly we can spread responsibility, leaving less for ourselves (Berkowitz 1978).

Second, we are always in danger of misinterpreting situations and making fools of ourselves (being an alarmist), and the larger the number of people present, the more potential witnesses there are to ridicule us. Third, we are often unsure of our perceptions and interpretations, and we look to other people for confirmation: if no one else responds, it reinforces the interpretation that action is not called for. <...> We wait for someone else to act first; hence, no one acts, because each potential 'someone else' is also waiting for someone else to do something.

Such findings suggest that Kitty Genovese's neighbors were not cruel or callous, but that each felt their responsibility spread out over many others. Ironically, each may have refrained from helping because they could not imagine that no one would

help. Had they seen someone go to her aid, they might well have called the police; or if each believed he or she was the only witness, they would have far more likely to respond.

The sociology of interaction focuses on the way our awareness of ourselves, one another, and social environments influences our behavior. Basic to all interaction are these two questions: Who are you? and Who am I?

4. Ответьте на вопросы:

1. Have you ever met a person lying on a sidewalk or those who mutter or scream to themselves ?
2. What is your usual reaction in such cases ?
3. What happened in March 1964?
4. Where did it happen?
5. How many people watched Kitty Genovese's agony?
6. How would you behave in such situation?
7. What was the essence of a sociological experiment?
8. What did Latane and Darley want to explain?
9. What were the results of the experiment?
10. What is the sociological explanation of the experiment?

WORD STUDY

5. Переведите следующие предложения на русский язык, обращая внимание на значение выделенных слов и их производных:

MEAN. 1. In some contexts 'poor' means 'bad' 2. I'm sorry if I said anything rude, I didn't mean to offend you. 3. Every means has been tried to help him. 4. Your work is by no means satisfactory. 5. Does the end always justify the means? 6. By some means or other we should try to make him understand his mistake. 7. This process cannot be described by means of the model. 8. They considered the mean values only.

EXERCISE. 1. He walked to his office every day just for exercise. 2. People get fat when they don't have enough exercise. 3. Memory, like body, must be exercised daily. 4. In this situation the right thing for you to do was to exercise patience and wait. 5. Good citizens must learn to perform their duties and exercise their civil rights. 6. When children don't listen to reason, their parents have to exercise authority.

FOR. 1. I asked him to come for a chat, for I had something to tell him. 2. What did you do that for? 3. Blessed is he who expects nothing, for he shall never be disappointed. 4. For this reason she had never mentioned the accident. 5. Are you for, or against this proposal? 6. But I could not answer that question of his, for I

never saw him again. 7. It is important for a designer to reflect on the application from the user's standpoint. 8. There is another cause for suspicion. 9. For how long have you been there? – I've been there for two years. 10. The experiment was a failure, for the measuring instruments were defective.

SINCE. 1. Since no point in England is more than seventy miles from the coast, a large part of her inhabitants had some contacts with the sea. 2. Since this problem is very complicated, it has not been solved yet. 3. Changes in the system since the last sensing result in new conditions. 4. This problem has been puzzling scientists since times immemorial.

BOTH...AND; THE...THE. 1. A sociological explanation of why people may not help others combines both social and population factors. 2. The more bystanders they are, the likely we are to assume that someone will help. 3. The larger the group is, the more thinly we can spread responsibility, leaving less for ourselves. 4. Like all behavior, suicide reflects both personal troubles and social problems. 5. The more complex a group is, the better it can accomplish complicated tasks that require a wide range of skills. 6. The line between acceptable and deviant behavior varies both among and within cultures. 7. The larger the number of people present, the more potential witnesses there are to ridicule us.

STRUCTURE STUDY

6. Переведите следующие предложения, обращая внимание на союзное и бессоюзное подчинение придаточных предложений:

1. Of those who believed they were in a six-person group, only 30 per cent went for help. 2. All the voices you heard were recorded. 3. You are told that there are six of you. 4. Each of you will sit in your own room from which you cannot see one another. 5. The first person mentions that he sometimes has violent seizures when he is under strain. 6. They wanted to know how the number of people in group affects interaction. 7. We observe that had our study been presented one month earlier, its results might have been lost in the many competing issues, and, if presented one week later, action on existing bills would have been completed, and, this study would have had no impact whatsoever.

7. Переведите следующие предложения, определяя функции герундия в предложении:

1. Defining problems precisely requires patience. 2. We have overcome the difficulty by directly considering all the strategies. 3. Saying is one thing and doing is another. 4. By doing nothing we learn to do ill. 5. Part of the town where there are shops is a shopping center. 6. Getting several viewpoints is vital. 7. Memory is the process of selective forgetting. 8. Know your own faults before blaming others for theirs. 9. Research is searching without knowing what you are going to find. 10. Be

slow in choosing a friend, slower in changing him. 11. You cannot make an omelet without breaking eggs.

UNIT 10

PRE-TEXT EXERCISES

1. Запомните следующие слова:

to maintain – поддерживать, содержать, отстаивать, продолжать, вести;
interaction – взаимодействие;
to protect – защищать;
to forbid – запрещать;
murder – убийство;
assault – оскорбление, угроза физическим насилием;
robbery – грабёж;
reluctantly – неохотно;
to rest on – прислоняться, опираться;
to possess – обладать, владеть;
to determine – определять;
to invade – вторгаться;
to rely on – полагаться на;
to exercise power – осуществлять, проявлять власть;
to abuse – оскорблять;
to resemble – напоминать;
to participate – участвовать;
to handcuff – надевать наручники;
to strip and search – раздевать и обыскивать;
a cell – камера;
to foster – поощрять, благоприятствовать;
cruel – жестокий;
rage – ярость;
to release – освобождать;
to conceal – скрывать;
awareness – осознание, сознание;
perception – восприятие.

2. Переведите следующие словосочетания:

individual personality characteristics; criminal law; harassing telephone calls;
embarrassing tantrums; public place; mental patient; daily lives; mounting hatred;

delousing fluid; mock prison cell; abusive behavior; acute anxiety; solitary confinement; servile, dehumanized robots; despicable animals; individual survival.

3. Переведите следующие однокоренные слова:

to differ – difference – different – differently – differential – differentiate;
to possess – possession – possessive – possessor;
to protect – protection – protectionism – protector – protectorate;

4. Прочтите и переведите текст:

POWER AND SOCIAL INTERACTION

Allan A. Johnson

We maintain some control over extent and strength of our boundaries, but the ability to control contact and interaction with others is often limited by differences in power. Power can take many forms, but most depend more on roles and the definition of the situation than on individual personality characteristics. <...>

Criminal laws exist to protect us from other people. Laws that forbid rape, murder, assault, robbery and harassing telephone calls, or that limit a government's power to record our telephone calls, open our mail, or arrest us without good cause, all specify boundaries that people may not cross without risking punishment.<...>

In the simplest sense, we all have personal power. Even small children have power in relations to adults: they can refuse to do what they are told, throw embarrassing tantrums in public places, or obey, but slowly and reluctantly. Sociologists, however, focus primarily on authority which differs from other forms of power in that it is socially supported, and rests on the belief that those who possess it have a right to it, and those who do not have a duty to obey. Our statuses determine who has the authority to invade our boundaries, to act upon us regardless of what we want. The statuses of child, mental patient, and 'under arrest', for example, have roles that include little authority, and people in those statuses must rely on personal power to control what happens with more powerful role partners.

Sociologically, authority is a particularly important source of power, because people with authority can exercise power that is vastly beyond their resources and abilities. They act not in their own names, but in the name of the entire social system. Because society grants some status occupants power they would otherwise never have, authority is particularly subject to abuse (Sennett 1981).

In a classic experiment (Haney, Banks, and Zimbardo 1973), male college students volunteered to play the roles of prisoners and guards in a laboratory designed to resemble a prison. The students were paid to participate, and the 'guards' were given complete control over the daily lives of their 'prisoners'. The experiment began with the handcuffing and arrest of the prisoners who were then transported to

mock prison cells in a university building. The guards stripped and searched them, sprayed them with delousing fluid, took their pictures, and ordered them to remain silent in their cells. The researchers were testing the common belief that the brutality of guards in real prisons is caused by cruel personalities. Is it possible that the situation itself, in which some people have complete power over others, fosters abusive behavior?

As the days passed, the prisoners became increasingly depressed, sometimes crying or showing signs of rage and acute anxiety. Almost half had to be released before a week had passed, and the rest said they would gladly forfeit their pay in exchange for an early release. The guards readily used their authority to abuse the prisoners. They rarely spoke to them except to deliver commands, frequently denied them privileges, and in one case locked a prisoner in the solitary confinement of a small closet all night. They concealed much of their abusive behavior from the experimenters, who they believed were 'too soft' on the prisoners. Guards appeared to enjoy their work, volunteered to work overtime without pay and were disappointed when the experiment ended prematurely. As one of the experimenters recalled:

At the end of only six days we had to close down our mock prison because what we saw was frightening. It was no longer apparent to us or most of the subjects where they ended and their roles began. The majority had indeed become 'prisoners' or 'guards', no longer able to clearly differentiate between role-playing and self. There were dramatic changes in virtually every aspect of their behavior, thinking, and feeling.... We were horrified because we saw some boys ('guards') treated other boys as if they were despicable animals, taking pleasure in cruelty, while other boys ('prisoners') became servile, dehumanized robots who thought only of escape, of their own individual survival, and of their mounting hatred of the guards. (Zimbardo 1971)

These apparently decent young men gave support to Lord Acton's famous statement that 'power tends to corrupt and absolute power corrupts absolutely' Why should power have this effect? Kipnis(1972) suggested that high levels of power lead to abuse for three reasons:

1. Status occupants will use as much power as they have. When we have the power of persuasion, that is what we will use: if our roles allow us to punish and reward others, however, we will rely less on persuasion than on the more powerful means available to us.
2. Power allows people to control other people's behavior. In turn, those who have power may come to believe they are superior to those they control. Power may in fact lead to such a boost in self-esteem that the powerful believe they are exempt from the usual standards of moral behavior, and they may feel contempt for those they are able to control.
3. Contempt for others and an exalted self-image cause people to distance themselves from those they control, to shield themselves from an awareness of how their actions affect others. Under such circumstances, abuse is more likely.

Although authority certainly provides the potential for abuse, there is no reason to expect that everyone will take advantage of it. Masculinity, for example, places a high value on the ability to control and dominate others, while femininity does not. Given this, it would be interesting to see if Zimbardo experiment would yield similar results if repeated with female prisoners and guards.

The corruptive potential of power is great, but research suggests that powerlessness can have equally corrupting effects. We all need to feel that we can affect other people. In one study, students visited elderly people living in homes for the aged. Half of the elderly people controlled the timing and length of visits, whereas the other half had no control and were visited at random (Schultz 1976). At the end of two months, independent evaluators rated the health of the subjects, and the differences were dramatic. Those who controlled this small segments of their lives were judged to be healthier, more active, and more optimistic about life than those who did not. In addition, other studies find that elderly people who believe they control their situations live longer than those who do not believe it, even when the actual levels of control are the same.

The importance of power is evident in what often seem to be most insignificant behaviors and situations. When we interact with more powerful role partners, for example, we tend to restrict our movements and sit erect with our legs uncrossed and our hands hanging at our sides or clasped in our laps; whereas more powerful people assume relaxed postures that indicate their relative invulnerability to how we judge them. More powerful people are also more likely to look at people they are speaking and listening to and hold eye contact longer when first meeting someone. The more powerful are also more likely to cross the boundaries of the less powerful by touching them, staring at them, initiating conversations, or interrupting during conversations. Observations of men and women show that men are more likely to touch women than women are to touch men, a tendency that is especially evident in the workplace, where men usually occupy more powerful positions than women.

Power, perception, definitions of the situation, and attribution are basic elements in all interaction. Like all aspects of social life, however, interaction takes place in physical circumstances that affect what happens.

5. Ответьте на вопросы:

1. What is the ability to control contact and interaction with others limited by?
2. What boundaries do criminal laws specify?
3. Who has the authority to invade our boundaries?
4. What kind of authority do sociologists primarily focus on?
5. What were the researchers testing in the classical experiment carried by Haney, Banks and Zimbardo?
6. Who took part in the experiment?
7. How did the experiment begin?

8. How did the prisoners behave themselves as the days passed?
9. How did the guards use their authority?
10. Why was the experiment ended prematurely?
11. Can powerlessness have equally corrupting effects as power?

WORD STUDY

6. Переведите следующие предложения на русский язык, обращая внимание на значение выделенных слов:

GOVERN. 1. In Great Britain the sovereign reigns but does not govern. 2. Tax money is needed for governing the country. 3. Don't be governed by what other people say. 4. No other man is good enough to govern another man without that other man's consent. 5. Experience teaches that men govern nothing with more difficulty than their tongue. 6. We must learn to govern our temper.

SUPPORT. 1. This theory is not supported by evidence. 2. The proposal obtained no support. 3. I hope to have your support in the discussion. 4. He spoke in support of the idea. 5. They have three children to support.

REASON. 1. He is behaving foolishly. He must be brought to reason. 2. Man's ability to reason makes him different from animals. 3. This solution seems reasonable enough. 4. They bought the house at a reasonable price. 5. We must be reasonable in our demands. 6. She won't listen to reason. 7. People hate, as they love, unreasonably. Heart has its own reasons of which reason knows nothing.

JUST. 1. I've just enough money to last me till payday. 2. I have no special business here. I've come just to see you. 3. Though you don't like this man, you must be just to him. 4. This was a just solution. 5. It is the purpose of the law to maintain justice.

JUSTIFY. 1. The pursuit of good ends doesn't justify bad means. 2. The Prime Minister justified the action of the Government. 3. It can be said for his justification that he was not responsible for that job.

VIOLENCE. 1. The police raid was an act of violence. 2. He died a violent death. 3. This village was destroyed by a violent attack of the enemy. 4. The rights of the citizens should not be violated.

SUBMIT. 1. Prisoners in concentration camps were submitted to torture. 2. He submitted his proposals to the city council. 3. After long resistance, the army submitted to the enemy.

BUT. 1. I could not choose but go there. 2. They were all wrong but me. 3. Who but he could do such a thing? 4. But for your advice we could not find solution to this problem. 5. I cannot help but agree with his statements. 6. He was going to come, but didn't. 7. There was no evidence of his guilt but a few indirect observations. 8. That was his last but one public appearance. 9. Hearing that piece of news I could not but laugh.

WITH. 1. In this chapter we attempt to make certain suggestions with regard to higher education and research. 2. With this technique the calculation can be carried out more exactly. 3. Appetite comes with eating. 4. They were extremely pleased with the results. 5. All the representatives were invited, with no exception. 6. You can prove everything with statistics. 7. To be good with children is considered to be a virtue.

TAKE. 1. We intuitively take these inferences for granted. 2. The process is taken to be valid. 3. It takes more than twenty years until the company is able to develop, produce, and sell its own products. 4. The process will take time. 5. The algorithm has to take the restrictions into account. 6. They take advantage of every possibility for improvement of the procedure. 7. This means that we have to take these indirect effects into account in our policy. 8. Take care of the sense, and the sounds will take care of themselves. 9. What took longer was the part of the plan which depended on the decisions of others. 10. The conference took place in the main building of our university. 11. It takes two to make a quarrel. 12. Every member of the research team took part in the symposium. 13. It is easy to take the revolution for granted. 14. Take it or leave it. 15. Take it easy!

7. Переведите предложения, обращая внимание на значение неопределенных местоимений *some, any, no, every* и их производных:

1. The old saying goes: everyone knows it, but the idea has not occurred to everyone. 2. No final decision between all these various alternatives is possible at present. 3. To avoid memorizing everything we need to study how the different facts are related. 4. We live in the world where we don't know anything about anything. I don't want that to happen with the computer. 5. No doubt they were deeply involved in this matter. 6. The definition is nothing else but the exposition of what was discussed.

STRUCTURE STUDY

8. Переведите предложения на русский язык, обращая внимание на различные виды придаточных предложений:

1. Laws that forbid rape, murder, assault, robbery specify boundaries that people may not cross without risking punishment. 2. Sociologists focus primarily on authority which differs from other forms of power. 3. Small children can refuse to do what they are told. 4. The experiment began with the arrest of the prisoners who were transported to mock prison cells in a university building. 5. The researchers were testing the common belief that the brutality of guards in real prisons is caused by cruel personalities. 6. Those who have power may come to believe they are superior to those they control. 7. Guards were disappointed when the experiment ended prematurely. 8. When we interact with more powerful role partners we tend to

restrict our movements and sit erect with our legs uncrossed and our hands clasped in our laps. 9. They believed that the experimenters were too soft on the prisoners.

9. Переведите предложения на русский язык, обращая внимание на функции инфинитива в предложении и на инфинитивные обороты:

1. Criminal laws exist to protect us from other people. 2. More powerful people are also more likely to look at people longer. 3. The importance of power is evident in what often seem to be the most insignificant behaviors and situations. 4. The more powerful people are also more likely to cross the boundaries of the less powerful by staring at them, initiating conversation, or interrupting during conversations. 5. The guards ordered them to remain silent in their cells. 6. Guards appeared to enjoy their work. 7. The ability to control contact and interaction with others is often limited by differences in power.

10. Переведите предложения, обращая особое внимание на сложную форму герундия и герундиальные обороты:

1. He avoids being involved in such affairs. 2. We are interested in the test being carried out repeatedly. 3. The problem deserves having been discussed at that session. 4. We rely on the experiment having been conducted correctly. 5. The mistake resulted from the device not having been mended before the test. 6. We object to the meeting being postponed. 7. Tolerate others, and refrain from ruling on, or trying to direct, the way they run their lives. 8. In spite of having met with failure they continued experimenting. 9. In addition to be a tool of science, mathematics is also an art form. 10. The opening words of this curious treaty are worthy of being recorded. 11. He has the reputation of having been a man of piety. 12. Today we cannot help witnessing a tendency in science to direct the collective efforts of a research team at the achievement of a common goal. 13. Programming a computer involves analyzing the problem to be solved and a plan to solve it.

11. Переведите предложения, обращая внимание на прилагательные и наречия:

1. He has neither the time nor the will to do it. 2. The fundamental discoveries in this new science were made nearly twenty years ago. 3. The few who opposed this new trend were finally forced to agree. 4. These countries obtained foreign currency either by means of exports or by means of national production. 5. Few things, however good, are without some disadvantages, and almost nothing, however bad, is without a trace of good. 6. Less attention was paid to another possible way of conducting the experiment. 7. Common sense holds many much less pleasant states. 8. This course of investigation will hardly suit our purpose. 9. The best method in a laboratory is not necessarily the best in a factory. 10. If done frequently, this process

is unacceptably slow. 11. Economically this approach is the most suitable. 12. There are few papers dealing with this subject.

TEXTS FOR SUPPLEMENTARY READING AND RETELLING

Text A

DEVIANCE AND SOCIAL STRUCTURE

Allan A. Johnson

If we focus on how statuses and roles limit people's choices, three structural theories help explain deviant behavior. First, people may violate norms from a sense of duty – because they believe that the legitimate demands of their roles require it. Second, societies can create deviant roles by labeling people as deviants and expecting them to violate norms. Third, people may find themselves in situations in which they can achieve legitimate goals only by violating norms – in other words, situations in which legitimate means will not work. The following section discusses each of these theories in turn.

Deviance as Duty. According to the Uniform Code of military Justice, U.S. soldiers are required to obey the orders of their superiors; during war time, the penalty for disobedience is death. This raises a serious dilemma. What happens when a commander orders troops to commit illegal acts?

In Vietnam a platoon of U.S. soldiers, demoralized and frustrated by ambushes, booby traps and an elusive enemy, wandered into village of My Lai (Hersh 1970). Most of the residents were women, children, and the old men, and there was no reason to believe they threaten the soldiers in any way. Yet, within minutes, the GIs had killed several Vietnamese, and shortly thereafter both the platoon leader and the company commander ordered the soldiers to kill everyone in the village.

By day's end, between 450 and 500 civilians had been murdered in spite of their cries and pleas for mercy. They were stabbed, thrown down wells, pushed into ditches and shot, or forced into huts and then blown up with grenades.

One further incident stood out in many GI's minds: seconds after the shooting stopped, a bloodied but unhurt two-year-old boy miraculously crawled out of the ditch, crying. He began running toward the hamlet. Someone hollered, 'There's a kid.' There was a long pause. Then Cally ran back, grabbed the child, threw him back in the ditch and shot him. (Hersh, 1970).

How could people do this? Although their state of mind helps explain their behavior, one is clear; had their leaders not ordered them to fire, or had they ordered them *not* to fire, this massacre never would have happened.

From a sociological point of view, the soldiers did their duty by obeying the orders. As Hersh noted, those who did not like what was happening 'kept their

thoughts to themselves', for disobeying orders during wartime is a serious crime. It seems incredible to most of the people that anyone would obey such orders and yet as Milgram discovered in his classical experiments, we tend to violate norms when an authority we define as legitimate tells us to.

Milgram (1965) conducted a controversial and now famous experiment in which people volunteered to assist in a 'learning experiment' at a prestigious university. Each subject (who was paid to participate) was told by a man dressed in an official-looking white lab coat that researchers were interested in the effects of punishment on learning. The subjects stood in a small room equipped with a large electronic panel with a series of 30 buttons, each of which, they were told, delivered increasingly severe shocks to a man strapped to a chair in the next room. The lowest shock level (15 volts) was labeled 'SLIGHT SHOCK', the third highest (420 volts) was labeled 'DANGER SEVERE SHOCK', and the last two switches (435 and 450 volts) had the ominous label 'XXX'. Subjects were told to read a list of words to the learner in the next room, and to punish him with shocks when he failed to recite the list correctly. (In fact, the 'learner' worked for Milgram and there were no actual shocks). A window allowed each 'teacher' to see 'a learner'

The learner consistently failed, and each time the experimenter told the teacher to increase the shock by 15 volts. At 75 volts, the learner grunted, and by 150 volts, he banged on the walls and begged to be released. When subjects protested to the experimenter, they were told, 'The experiment requires you to continue' or 'You have no other choice, you must go on' The learner said he had a weak heart, and after 330 volts was achieved, he no longer responded at all. How do you think these ordinary people behaved? Did they refuse to endanger a person's life in the name of scientific research?

Milgram expected few subjects to deliver what they believed to be dangerous shocks, and a sample of 40 psychiatrists predicted that most would stop at the 150-volt level and that only a rare neurotic individual would deliver the maximum shock (Milgram 1974). In fact, however, almost *two-thirds* of the subjects were fully obedient and went all the way to the most dangerous level. In doing so, they showed a great deal of anxiety – verbally attacking the experimenter, twitching or laughing nervously – but, nonetheless, most did as they were told.

Milgram's experiment dramatically illustrates the ability of authorities to force people to violate norms. When presidents order illegal wiretaps or the assassination of foreign leaders, or when business executives order subordinates to fire an employee without a good reason, they are likely to be obeyed by people who define obedience to legitimate authority as part of their role obligations.

In the simplest sense, then, social structure often encourages deviance by giving some people the authority to demand deviant behavior from subordinates as a requirement for successful role performance (Clinard, 1983). Deviant behavior is also encouraged, however, when societies label deviance as a social status whose role includes the violation of norm.

Text B

U.S. MILITARY CONDEMNED FOR PRISON HORRORS

Robert Bridge

The Moscow News (#18, 12 - 18 May 2004)

A report into the U.S. Army's prison system in Iraq, prepared by Major General Antonio Taguba, was leaked to the *New Yorker* magazine. The 53-page report provides a ghastly account of a systemic breakdown of discipline and flagrant violation of human rights.

Major General Taguba's damaging report documents some of the abuses at the Abu Ghraib prison in Baghdad, such as 'breaking chemical lights and pouring the phosphoric liquid on detainees; beating detainees with a broom handle and a chair; threatening male detainees with rape...' Moreover, the Iraqi detainees were forced to remain naked in cramped quarters with other detainees for long periods of time.

While the report is damaging in itself, photographs of the abuses have since been made public on the popular U.S. news program 60 Minutes. Images of naked detainees piled together in a pyramid with American soldiers taunting them have made numerous trips around the internet super-highway. Sunday's Arab newspaper *Al-Jazeera* showed a photograph of a female U.S. soldier leading a naked Iraqi male through the prison on a leash.

The international response to these reports has been anything but positive, especially in the Arab world. While such abuses are internationally deplored, Islamic law strictly forbids homosexuality and for men to be naked in front of other men.

With these disturbing revelations come more congressional hearings and finger pointing. The chain of blame has traveled all the way to the desk of U.S. President George W. Bush, who allegedly knew nothing of the prison abuses until he heard about them on television. This is not the best way for intelligence to work, of course.

Senator Tom Harkin was the first to call for the resignation of U.S. Secretary of Defense Donald Rumsfeld, and said that such a move would be 'good for our country, the safety of our troops, and our image around the world.' But Rumsfeld has been in politics for many decades. Thus, despite reports of heated arguments between the Pentagon and the White House, Bush stated: 'He'll remain in my cabinet.'

Rumsfeld appeared before the House and Senate committees on Friday where he accepted responsibility for the military's behavior at the Abu Ghraib prison. He then offered the Iraqi detainees his 'deepest apology,' and even suggested that the U.S. would compensate the victims.

Of course, this represents a massive failure for U.S. foreign policy. The invasion of Iraq, unpopular from the beginning, was supposed to be the first step towards building democracy in the Middle East.

What went wrong? The U.S. military is obviously overstretched in Iraq, since it believed its awesome military technologies could replace manpower. Although nothing justifies the sadistic behavior at Abu Ghraib, *The New York Times* reported that 'six guards on a single shift were in charge of 700 Iraqi prisoners.' Many of the officers were working 16-hour shifts.

The U.S. military is trying to compensate for these numbers by introducing private military contractors. In an interview with the *Financial Times* last year (September 30), Anne Tiedemann, the managing director of Kroll, a security group, stated: 'The U.S. military can't provide security. It had to be out-sourced to the private sector.'

The article closed with a prophetic warning, 'Critics warn of a dangerous trend that marks the creeping growth of mercenary forces.' This is the consequence of a military that 'cannot keep order in Iraq.' The problem is that these contractors are not accountable to anybody – nor the Iraqis, nor the U.S. Army.

Incidentally, the government of UK Prime Minister Blair is preparing for a shock, too, as similar allegations against British forces have reached the media.

Text C

EXCHANGE THEORY

Allan A. Johnson

On one level, the Golden Rule – 'Do unto others as you would have them do unto you' – is a norm that commands us to treat others well. We soon learn, however, that it can also be a strategy for getting what we want if we are kind to others, then they will more likely be kind to us. Because our behavior affects other people just as theirs affects us, interaction can be seen as a process of *exchange*.

Social exchange theory rests on the following assumptions about human behavior:

1. We are motivated primarily to avoid pain and gain pleasure.
2. Other people's behavior is a source both of pleasure and pain for us.
3. We try to gain pleasure and avoid cost: we try to make the best deal we can in order to get what we want from others (Blau 1964; R.M. Emerson 1981).

While we may believe that we love someone 'just because,' exchange theory suggests that loving is in part a strategy for gaining love for ourselves. In fact, Homans(1974) suggested that we behave according to an emotional 'profit motive,' by which we judge relationships according to how much we have to invest in them relative to what we gain from them.<>

The importance of exchange theory in social life is made clear by the fact that all cultures have norms about what constitutes a fair exchange. Norms about fairness, justice, and reciprocity are vital to the well-being of any social system and apply across the entire spectrum of behavior, from large questions of justice and equality to everyday interactions in which we expect others to do unto us as we have done unto them.

VI. ECOLOGY AND THE ENVIRONMENT

UNIT 11 Does George W. Bush have a secret space agenda?

UNIT 12 Environmental protection

Texts for supplementary reading and retelling

Text A: Is global warming a blessing?

Text B: Moscow city shaken by civilization

Text C: Who wants a hi-tech waste incinerator?

UNIT 11

PRE-TEXT EXERCISES

1. Запомните следующие выражения:

a daring plan – дерзкий план;

perilous situation – опасная ситуация;

vexatious problem – неприятная проблема;

viable energy source – жизнеспособный источник;

furthermore – к тому же, более того;

to deplete the reserves – исчерпать ресурсы;

fossil fuel – твердое топливо;

fusion – синтез;

to inflict unsustainable damage – наносить непоправимый вред;

to run out – истощать.

2. Ознакомьтесь с толкованием следующих слов:

extinct(adj) – no longer in existence; no longer active;

abundant (adj) – more than enough; plentiful;

to extract (v) – take or get out (usually with effort or by force);

fusion(n) – mixing or uniting of different things into one;

guilty (adj) – having done wrong;

goal (n) – object of efforts or ambition;

to predict (v) – say, tell in advance;

pretense (n) – pretext or excuse, false claim or reason;

to speculate (v) – consider, form opinions (without having complete knowledge).

3. Прочтите и переведите текст.

DOES GEORGE W. BUSH HAVE A SECRET SPACE AGENDA?

Camden Pierce

The Moscow News (#3, 2004)

U.S. President George W. Bush recently announced a daring election-year plan for sending American astronauts to the moon and Mars. Some observers speculate that these ambitious plans could be a pretense for mining Helium-3, a rare isotope that would provide America with an endless energy resource. Is He-3 just a lot of hot air?

'Given the enormous potential of lunar He-3 as a source of energy, such work should have high priority in future lunar missions,' says Eugene M. Cameron, quoted in *The Second Conference on Lunar Bases and Space Activities of the 21-st Century*.

As any environmentalist would be only happy to explain, we are facing an increasingly perilous situation on Earth regarding our own resources. It seems that there is just not enough of them. Concerning the available oil supplies, the most optimistic suggest that we will have depleted these reserves in 50 years; the pessimistic crowd puts the number at 20 years. But the consensus is the same; We are running out of our main energy source. Alternative energy sources, such as solar and wind power, are still in their primitive stages of development, accounting for less than one per cent of energy consumed.

While burning various fossil fuels allows us to drive our cars, heat our homes and turn on our computers, they are also inflicting unsustainable damage on the environment. The science journal *Nature* has just released a disturbing report that predicts that global warming could wipe out a quarter of all living species on earth, making it 'the biggest mass extinction since the dinosaurs.' Ironically, man could become the next archaeological 'fossil' due to his super-dependence on pre-historic carbon deposits.

Perhaps the United States is starting to feel a bit guilty about all this gloom and doom. Although the country is home to just four percent of the earth's population, it annually consumes 35 per cent of the energy output. For example, the U.S. consumes more electricity than China, Japan, Russia, Canada and Germany combined. That's a lot of night television.

But an answer to this vexatious problem may lie 385,000 kilometers away on the lunar surface. Some observers are speculating that U.S. President George Bush (with a bit of assistance from the scientific community) may have discovered a new variety of 'Texas tea' in the form of Helium-3 (He-3). This could explain in large part Bush's ambitious plans for 'a new foothold on the moon and new journeys to the world beyond our own.' As Princeton University researcher Forrest Ferrari explained to *Moscow News*, He-3 is abundant on the moon where the sun's solar winds strike the surface unabated by an atmosphere and deposit it into the lunar soil.'

But what exactly is Helium-3? Quite simply, it is an isotope of helium comprised of two protons and one neutron (an isotope— according to the Webster's Dictionary — is an element chemically identical with others, but having a different nuclear mass, hence atomic weight). Louie Alvares and Robert Cornog discovered Helium-3 in 1939, but it's applicability did not become known until scientists began searching for a better fuel source for nuclear fusion.

Perhaps a better question would be, what can He-3 do? It seems quite a lot. Some researchers believe this rare isotope is the miracle fuel source of the future as scientists press forward with their fusion research. Fusion occurs when two atoms are forced together, thus creating one heavier atom, which gives off a tremendous amount of energy. In 1952, the first successful attempt at 'imitating the stars' occurred when the United States detonated the first hydrogen bomb. Today, the main goal of nuclear fusion research — we hope — is to provide a cheap, clean and safe source of electricity to billions of people on the planet. Presently, fusion researchers are using first-generation nuclear fuels such as deuterium and tritium (also isotopes of hydrogen) in thermonuclear reactors. But as Gerald Kulcinski, Director of the Fusion Technology Institute at the University of Wisconsin explained in the journal *Space. com*, 'the fusion of deuterium and tritium release 80 per cent of their energy in the form of radioactive neutrons ... but it is possible to safely build a He-3 plant in the middle of a big city.'

Once fusion is perfected, He-3 would give off a tremendous amount of energy, yet produce a negligible amount of radioactive waste. According to the director of the Fusion Technology Institute and Apollo 17 astronaut Harrison Schmitt, 'one space shuttle load — or approximately 25 tons — could supply the entire United States' energy requirements for a whole year.' The problem is, of course, that very little He-3 exists on the planet Earth except as the by-product of nuclear-weapon production — but there are dump-truck loads of it on the moon.

It could be argued therefore that this latest space odyssey of the Bush administration is really a super-expensive mining project. But extracting He-3 from the moon would not be an easy task. According to Hemant Srivastava, also from Princeton University, 'the lunar rock would have to be heated to 1400 degrees, following decontamination ... and this is no easy thing to do on the moon where there is no good energy source.' He also noted that 'presently, we are very far from using nuclear fusion as a viable energy source.'

It is important that the Bush administration understand the risks involved in this outlandish venture. Much is at stake. In order to pay for this space odyssey it will be necessary for the United States to cancel its participation in the International Space Station, as well as its space shuttle fleet. Furthermore, America recently turned its back on an international project that is studying thermonuclear reactors in the belief that it could make better progress alone.

If George Bush hopes to turn a profit on the colonization of outer space, there better be no to Helium 3 than just a lot of hot air.

4. Ответьте на вопросы:

1. Why are we facing perilous situations on Earth regarding our energy resources?
2. What does the science journal Nature predict?
3. What is the essence of George Bush's daring election-year plan?
4. When did the applicability of Helium -3 become known?
5. What is the author's opinion of the main goal of nuclear fusion research?
6. What projects will be canceled in order to pay for the space odyssey?

WORD STUDY

5. Переведите следующие словосочетания на русский язык:

outlandish venture; negligible amount; available oil supplies; consumption of energy; to release a report; energy output; to search for a fuel source; tremendous amount; dump-truck loads.

6. Переведите следующие предложения на русский язык, обращая внимание на значение выделенных слов:

TO WITHDRAW. 1. The rebellious forces had to withdraw. 2. It was necessary to withdraw dirty bank-notes from circulation. 3. Tolstoy's withdrawal from society attracted the attention of the world public.

TO CURB. 1. The sober scientist's method does not stimulate the imagination; it curbs it. 2. It is society's responsibility to curb the excesses harmful to its members.

INCOMPATIBLE. 1. Further extensive development of industries has become incompatible with healthy environment. 2. Incompatibility of principles may cause friction between industrial management and local authorities. 3. May pleasure be compatible with duty? 4. Your decision is incompatible with reason.

FORMER. 1. In former times he used to go to parties weekly. 2. Former prime minister withdrew from the political life of the country and made no public appearances. 3. I prefer the former alternative to the latter. 4. Of these two solutions I prefer the former.

CONSIDER. 1. Their work was considered important. 2. All the criteria were also motivated by purely economic considerations. 3. The developments must be taken into consideration in any implementation decision. 4. The problem under consideration is of utmost importance for further development of the method.

INVOLVE. 1. Three members of the research team were involved to fulfill the program. 2. A number of involved problems were discussed at the session. 3. One more example involves the application of the expert system.

7. Переведите следующие предложения на русский язык, обращая внимание на значение выделенных союзов:

1. Acid rains affect *both* plant *and* animal life. 2. Environmental problems, *despite* their relatively short history have already been an object of a number of international discussions. 3. *Despite* drastic anti-pollution measures taken by the government the ecological situation remains serious. 4. Environmental problems are being intensively studied at present, *yet* they are far from being solved. 5. Overuse of synthetic chemical fertilizers is affecting fish and wildlife, *as* the chemicals drain through the fields into streams and ponds. 6. *As* the population of large cities continues to grow, the pollution problems get worse. 7. Urgent measures must be taken, *if* we are not to leave a dangerous and despoiled planet to future generations. 8. *Since* acid rains are a major threat to forests, possibilities of preventing them are being worked out. 9. Environmental pollution affects every country, *whether* industrial or agrarian.

UNIT 12

PRE-TEXT EXERCISES

1. Запомните следующие выражения:

Earth's survival – выживание Земли;
species extinction – вымирание биологических видов;
major ailments – основные заболевания;
assault on the environment – угроза окружающей среде;
the heart of the matter – суть вопроса;
beyond challenge – вне сомнений;
first and foremost – прежде всего;
to fly in the face of ecological sanity – не считаться с экологическим здравьем;
topsoil erosion – эрозия пахотного слоя почвы.

2. Ознакомьтесь с толкованием следующих слов из текста:

restriction (n) – keeping within limits;
impact (n) – strong impression or effect;
to spoil (v) – make useless or unsatisfactory;
to magnify (v) – to exaggerate;
disaster (n) – great or sudden misfortune; terrible accident;
relevant (adj) – connecting with what is happening;
to convince (v) – make smb feel certain;

fiction (n) – smth. that is invented or imagined; branch of literature concerned with stories, novels and romances.

3. Прочтите и переведите текст.

ENVIRONMENTAL PROTECTION

Kirkpatrick Sale

The Ecologist (July/August 2003)

The protection of the environment has become a central task of the international community. Meaningful solutions require international efforts. Earth's survival depends on a completely new way of thinking.

The environmental movement triggered by Rachel Carson's 1962 book 'Silent Spring' began in the 1960s. And it also works for today – 41 years later. We have, more or less, learned what specific damage we are doing to our world – global warming, intense weather, ozone depletion, deforestation, air and water and soil pollution, toxic waste, nuclear energy, resource depletion, acid rain, topsoil erosion, species extinction, chemical poisoning... We have identified the major ailments, publicized them from time to time, and on occasion tried to fashion modest remedies for them.

I hasten to say "on occasion". Because almost all the ailments that get our attention are those that endanger people; we ignore a great many others that threaten other species – coral reefs, say, or rainforests. And many even of those that endanger us are not seriously addressed by our system; there are now, for example, almost 90,000 man-made chemicals – the great majority of which have never been tested for human safety

For 41 years we have been calling attention to our environment – an immense amount of legislation passed, many agencies and bureaucracies established, a huge set of codes and restrictions spelled out, environmental lobbies and citizens' groups active across the world, hundreds of billions of pounds spent on studies and cures and correctives. But the hard truth is that most of the assaults on the environment go unchecked, and our total negative impact on the earth has not lessened in all this time; in fact, that impact has increased. As the Living Planet Report (an analysis by an international team of scientists) showed last year, the earth's natural ecosystems have declined by 33 per cent over the last 30 years.

Worse still, the environmental pressure that humans have placed on earth – our total ecological footprint – has magnified. As the Harvard biologist EO Wilson recently declared: 'Our impact is already too large for the planet to sustain. It's growing larger and the earth has lost its ability to regenerate'

We must ask two essential questions any rational doctor would ask a sick patient: 'Why did this happen? Is there a way we can prevent it from happening again?'

So, why did this happen? Why do most countries in the world have an economic and political system that has not only permitted this assault on the earth in the first place but which allows it to continue even when the negative consequences are so obvious? Why is it that our answer to environmental crisis is, first and foremost, individual 'lifestyle' reforms recycling solar panels, hybrid cars, organic food, and the like?

The whole individualist what-you-can-do-to-save-the-earth guilt trip is a myth. We, as individuals, are not creating the crises, and we can't solve them. Take our crazy energy consumption. For the past 15 years the history has been the same every year: individual consumption – residential, by private cars, and so on – never more than about a quarter of all consumption; the vast majority is commercial, industrial, corporate, agribusiness and government. So, even if we all took up cycling and wood stoves it would have a negligible impact on energy use, global warming and atmospheric pollution.

If we really want to understand why this happened we have to ask ourselves another question: 'Why is it that we seem willing to live with the threat of apocalypse rather than trying to seriously alter the world where consumption, of anything, is regarded as a social and economic necessity'

The problem here is that modern industrial society rests completely on two principles that simply fly in the face of ecological sanity. The first is the imperative of growth – of the market, of the firm, of industry, of first-quarter sales, of scientific knowledge and technological innovations, of population in general and consuming population in particular. The second is the exploitation of resources, the using up of the earth's irreplaceable treasures of every kind – from diamonds to oil, and forests to soil – for the benefit of human material comfort; there is only the merest consideration of the effects of this extraction, of what happens when the resources are manufactured into what economists call goods

The heart of the matter is that second question: 'Is there a way we can prevent environmental injuries from happening again?'

I am not especially optimistic about answering that question in the affirmative. We don't realize it, any more than fish realize they are swimming in water, but we are immersed in a culture, a way of seeing and living, that has erected a protective psychological shield that enables our society to go on doing what it does even though it knows apocalypse is pending. It is something that psychologists call 'cognitive dissonance': the ability to hold in your heart, in your mind, two contradictory beliefs or ideas – in this case, desire for the continuance of existing social system and the health of the planet.

We achieve this, I think, by allowing ourselves to make apocalypse fictional. Ever since Hiroshima began our knowledge of environmental disaster we have produced movies, novels, TV shows and suchlike that show what environmental crises, even a worldwide catastrophe, would look like. Note, of course, that humans always survive that crises. Just making movies and stories of such things allows us to put them in a whole separate realm of thought, and lets us remove them from the real

world of politics and life. We don't really believe that we are headed for an apocalypse: that's just fiction.

Besides, we can fix it before it comes. We are smart and rich, and getting smarter and richer. We can create any technology we want, and there is no environmental problem to which there is not a technological solution. This is a very old, very rooted belief: the techno-fix. It doesn't matter that there's hardly ever been a technological solution that didn't create some new technological problem. But, nevertheless, our belief in the techno-fix is solid and beyond challenge.

And that's why we're unlikely to realize how we can change the way we live so as to save our planet.

But I would add this: if there is any hope here, if we can convince enough people of the true nature of our economic system and the reality of the threats it poses to the world it will be because of our asking all the relevant questions. Not just the obvious ones : 'Where does it hurt? Who did it? How long has this been going on?' But the harder questions, too: 'Why is this happening? What will it take to stop it? And how can we fashion the elements of an ecological society – one that is modest , attentive to nature's laws and embraces the values of the living earth – as if that society were the only one available, and prevent a return to previous wrongs?'

4. Ответьте на вопросы:

1. What are specific damages that people are doing to our world?
2. How have people been calling attention to the problem of environmental protection for the last 40 years? Do these measures seem effective to the author?
3. What are two essential questions that the author asks in order to analyze the society's attitude towards environmental crises?
4. What are two principles that modern industrial society rests on?
5. What is the author's estimation of the ways of preventing environmental injuries?
6. How does the author prove that people tend to make environmental apocalypse fictional?
7. What is techno-fix?
8. Do you agree with the author's conclusions on the environmental protection problem? If not, prove your point of view and give relevant examples.

WORD STUDY

5. Переведите следующие предложения на русский язык, обращая внимание на значения выделенных слов и их производных:

CAUSE. 1. Some of the causes of cancer are known and the condition can be cured, if treated early enough. 2. The cause of the fire was carelessness. 3. You've

caused trouble to all of us. 4. Various factors may cause man to modify his behavior. 5. Fear caused him to make a terrible mistake. 6. A sudden noise caused him to turn back. 7. The cause of the workers should be supported by trade unions.

ENVIRONMENT. 1. Both heredity and environment are major factors forming human behavior. 2. The interaction of heredity and environment in forming personality is being intensively studied at present. 3. Environmental protection has assumed international importance.

MAKE. 1. Life is made up of the little things. 2. Poets are born, not made. 3. He made his voice heard. 4. Some people possess particular qualities, some acquire them, others are made to assume them. 5. Make haste slowly.

6. Переведите следующие словосочетания на русский язык:

ozone depletion; human safety; an immense amount of legislation; the assaults on the environment; total ecological footprint; essential questions; negative consequences; recycling solar panels; energy consumption; irreplaceable treasures; contradictory beliefs; a psychological shield; relevant questions.

STRUCTURE STUDY

7. Переведите следующие предложения на русский язык:

1. No coal fires are allowed in London. 2. Cigarette smoke is a major factor in air pollution. 3. Oil pollution causes great damage to beaches and wild life. 4. Air and water contamination result in serious health problems. 5. Risk factors for different types of environmental pollution are calculated. 6. Environmental situation has become a subject of separate and joint research efforts of biologists. 7. Problems of noise pollution are especially acute in industrial centers.

TEXTS FOR SUPPLEMENTARY READING AND RETELLING

Text A

PRE-TEXT EXERCISES

1. Запомните следующие выражения:

temperature disparity – разница температур;
adverse impact – неблагоприятное влияние;
to say the least of it – мягко выражаясь;
foregone conclusion – предрешенный вывод;
to cut the bough – рубить сук;

to withhold opinion – воздержаться от высказывания;
greenhouse effect – парниковый эффект;
fluctuation span – диапазон колебаний;
mean temperature – средняя температура;
alarming speed – устрашающая быстрота;
ensuing consequences – вытекающие последствия.

2. Ознакомьтесь с толкованием следующих слов из текста:

blessing(n) – the favor of God;
to scare(v) – to frighten;
to rejoice(v) – make glad; cause to be happy;
conspicuous(adj) – easily seen; attracting attention;
outlook(n) – attack; vigorous start;
to wither(v) – to become dry, faded or dead;
evidence(n) – anything that gives reason for believing;
to witness(v) – to be present at and see; give evidence in a law court.

3. Прочтите и переведите текст.

IS GLOBAL WARMING A BLESSING?

The Ecologist (Vol. 32, #2, March 2002)

Although the talk about global warming has been going on for a very long time, the World Meteorological Organization (WMO) withheld opinion until recently. It was not until 2000 that, having analyzed a vast amount of data, the WMO recognized not only the fact itself but also that human activity was one of the reasons.

Cutting the Bough We Are Standing On

To be more accurate, we should be talking not about warming but about a global climate change, since rising temperature in near-earth layers of the atmosphere is just one of the aspects.

Most of the time the greenhouse effect is blamed solely on an increase in the concentration of the greenhouse gases in the atmosphere. This concentration builds up, as is commonly believed, because of the burning of vast amounts of fossil fuel (oil, natural gas, coal, wood, peat, etc.). This, however, is not the only cause of climate changes, nor even the only factor in the growing greenhouse effect.

The full truth is that humans have not only considerably stepped up the emission of greenhouse gases into the atmosphere but also destroyed much of the natural ecosystems, that regulate concentration of these gases.

Thus, over the past millennium, man has destroyed at least 40 per cent of the world's forests. In addition, virtually all steppes have been plowed up and meadows ruined. All of this taken together brought about a change in moisture circulation and the reflecting capacity of the surface. Also, there is no doubt that the number of impacting factors is far greater we are simply unaware of them as yet.

A Burden That Hurts

Many in Russia are not scared of warming, convinced that it's a blessing: just think how much fuel will be saved! There will be no need for fur coats, useful plants will no longer be affected by frost, and cornfields will extend to the polar circle. There is nothing to rejoice over, however.

Let us start with global warming. By the end of the century the mean near-earth temperature had risen two to six degrees. Many think that if somewhere in central Russia temperatures range from 35 below zero to 35 above zero, a two-degree rise in the mean near-earth temperature will neatly bring up both the upper and the lower limits by the same amount.

No way. The warming effect will certainly not be even. Unbalanced, the climate system will see temperature disparity in various places. This means that, should average temperatures rise by two degrees, the fluctuation span will expand, say, from 40 degrees below zero to 45 degrees above. So you can judge for yourselves whether it will take less fuel if, one winter in three or four is much colder than even the coldest of the previous winters. The truth is that far greater fuel stocks will need to be laid in than was required in the Far Eastern Maritime region in the harsh 2000–2001 winter season.

Now what will happen in the new hot summer seasons? What will happen to industrial and summer facilities, housing, and other infrastructure built on permafrost, which will melt, turning into marshland?

Waiting for New Gangsters

Climate imbalances we are witnessing have an extremely adverse impact on ecosystems. Some species disappear while others start breeding and proliferating with an alarming speed. Gangster species emerge as a result. A textbook example is the locust, which has every chance of conquering northern areas where it has never been spotted before.

Some unexpected developments have already been registered, when a gangster is a species that is common to a particular area, but originally occupied a far more modest niche.

Last summer was marked by a fantastic spread of may-bugs in some parts of the Nizhny Novgorod region. Ticks are spreading in places where they have never been seen before. Over the past few years, in addition to traditional gnats, the Moscow region has been invaded by blood-sucking flies. And what about the bark beetle that has in the past three to four years affected every fir-grove around Moscow? All of this is a reflection of global processes that are occurring on the planet. All this is well in evidence.

There are also developments that are not so conspicuous but that can nonetheless have far-reaching implications for agriculture – say, soil microflora. It is anybody's guess how that will be affected while it is key to the reproduction of soil fertility. Should microflora stop producing humus, higher plants will die off, crops will stop growing, and forests will start withering without any apparent reason.

Tropics in Place of Glaciers

No one will be the better off for it. Antarctic and Greenland glaciers will melt and the world's oceans' level will rise, flooding many island states. Venice will go under. The Netherlands – not to be submerged – will have to spend vast amounts of money on building dams.

The disappearance of the Gulf Stream in the event of a three to four degree rise in the earth's temperature is a foregone conclusion. In this scenario, Great Britain and Northern Europe should expect a major fall in temperature, which is also bound to affect Russia's Kola Peninsula. Russia has its own share of lowland areas, e.g., St. Petersburg. A vast territory in western Siberia could become a sea. Add to this the growing anomalies in the form tornadoes, storms, hurricanes, floods, and catastrophic droughts.

Outlook

Even if it is a blessing, rising temperature in areas where it is cold at present will not really be that until after the onset of a new stabilization thousands of years from now. In several thousand years all talk about the economy and agricultural yields will be ridiculous to say the least. Meanwhile, for the next few decades and even centuries we are in for climate imbalances with all the ensuing consequences.

What could mankind do to head off this misfortune?

First and foremost, stop destroying natural ecosystems, learn to make do with what has already been developed, returning everything else to nature.

Second, reduce pollution because while greenhouse gases directly affect the state of the atmosphere, other emissions affect the state of ecosystems, weakening them and reducing bio-productivity.

4. Ответьте на вопросы:

1. What seems to be the writer's principal concern here?
2. What are the adverse impacts on natural ecosystems of the greenhouse effect?
3. Why are many Russians not scared of global warming?
4. What will the warming effect bring to various regions on the Earth?
5. What examples can you name in connection with vast proliferating of gangster insect species? What can you say about the appearance of gangster species in your region?
6. How will global warming influence on glaciers and oceans, some cities and countries?
7. What is your opinion on the means of preventing the warming consequences?

WORD STUDY

5. Переведите следующие словосочетания на русский язык без словаря:

A vast amount of data; to recognize the fact; near earth layers of the atmosphere; fossil fuel; to step up the emission of greenhouse gases; moisture circulation; fuel stocks; blood-sucking flies; soil fertility; to head off the misfortune.

6. Переведите следующие предложения на русский язык, обращая внимание на значения выделенных слов и их производных:

TO ASSUME. 1. Darwin's theory of evolution gave to several speculative assumptions that influenced both biology and psychology. 2. Different countries assume different approaches towards pesticides, which is quite natural. 3. The assumption of some experts that the war would end quickly proved wrong.

TO DEPEND. 1. The final decision on the safety of any chemical to which man is exposed must always depend on a very careful assessment of the balance of the possible benefits arising from its use against possible risks. 2. In some communities, a woman may depend not upon her husband, but upon her brothers for protection and help in raising her children. 3. Technology is wholly dependent on science. 4. While man remains absolutely dependent upon his environment for the necessities of living, his ability to manipulate his environment is constantly growing.

SO FAR. 1. They have been arguing for hours and haven't reached any agreement so far. 2. So far the work has been easy, but it's going to become more difficult in future. 3. This argument is so far from satisfactory. 4. In so far as this important problem is concerned we will discuss it in detail. 5. The second limitation is far more serious. 6. The theorem was proved as far back as the nineteenth century.

STRUCTURE STUDY

7. Переведите следующие предложения на русский язык, обращая внимание на абсолютную причастную конструкцию:

1. Hunting being forbidden in this valley, it is rich in wildlife. 2. Many people think that the biosphere as an inhabitable region will cease to exist comparatively soon, with the fault being entirely that of the human race. 3. Natural resources seeming inexhaustible, it is only recently that man has become aware of ecological problems. 4. Environmental problems becoming increasingly acute, a special government committee was set up to supervise environmental protection. 5. To the Englishman of the 17-th century the unmapped world beyond the ocean seemed an archipelago of fairy islands, each hiding some strange wonder of its own, each waiting to be discovered by some adventurous seaman.

8. Переведите предложения, обращая внимание на способы перевода словосочетания *in terms of* – с учетом, на основе:

1. Decision problems can be classified in terms of the number of participants involved. 2. It is natural to think solely in terms of descriptive theories of the universe. 3. In terms of those functions the equations can be written as follows. 4. It is very well to consider the system in terms of its output. 5. The classification has been made in terms of the complexity of the available strategies. 6. From here on, the theory starts evaluating the various alternatives of action in terms of the objectives.

Text B

PRE-TEXT EXERCISES

1. Запомните следующие выражения:

to raise the alarm – бить тревогу;
hazardous processes – опасные процессы;
underground conduits – подземные трубопроводы;
to disrupt cardiac activity – нарушать сердечную деятельность;
impact of natural forces – воздействие сил природы;
underground cavities – подземные полости в породе;
foreseeable future – обозримое будущее;
to avert possible accidents – предотвращать возможные происшествия;
to pool efforts – объединять усилия;
source of concern – источник беспокойства.

2. Ознакомьтесь с толкованием следующих слов из текста:

resident(n) – person, who resides in a place (contrasted with a visitor);
timetable(n) – list showing the days or hours at which events will take place,
work will be done;
to precipitate(v) – cause (an event), happen suddenly, quickly, or in a haste;
approximate(adj) – come near to (especially in quality or number);
to shrink(v) – to make or become less, smaller;
to urge(v) – try to persuade; strongly recommend;
authority(n) – power or right to give orders and make others obey;
to expand(v) – make or become larger; unfold or spread out;
to occur(v) – take place, happen; come into (smb's mind).

3. Прочтите и переведите текст.

MOSCOW CITY SHAKEN BY CIVILIZATION

V.Yurchenko

The Moscow News (# 51, January 1-7, 2003)

An upcoming theoretical conference in Moscow is to look at man-made impacts on Moscow city residents and installations. Why are scientists raising the alarm? Why are the mysterious man-made impacts dangerous?

One source of concern is vibration created by transport and industrial enterprises. It can provoke or precipitate some hazardous geological processes – landslides and cave-ins. And the more transport there is in our streets, the more underground conduits and communication lines we build, the more vulnerable we become. So that is what specialists on the natural environment and the study of environmental effects on humans, geo-ecology, and vibro-biomechanics say.

If you put your hand on a working car engine, you will feel vibrations with a 1 Hz to 100 Hz frequency. But this engine also generates low intensity vibrations with a frequency under 1 Hz. You cannot feel it with your hand, but micro-seismic vibrations with frequencies of 0.04 Hz to 10 Hz can affect man's bio-structure, the general condition of the body and mind. Frequencies from 1 Hz to 8 Hz are harmful to humans. A frequency of 5 Hz can disrupt cardiac activity in a healthy person.

Micro-seismic impacts likewise affect the 'health' of buildings, which results in a build-up of strain, micro-cracks in the walls and foundations, ageing of material, and corrosion. These are direct economic losses.

These impacts are all the more hazardous if the soil is weak. Slow geological deformation processes occur in the ground – that is to say, compression and expansion of rock under the impact of natural forces – say, a drop in relief height. A map of Moscow soil strength shows active karst areas, i.e. processes wherein subsurface and rain water dissolves soft rock such as limestone, leading to formation of underground cavities or surface cave-ins. Human activity precipitates these processes.

A case in point is the vibrations generated by Refrigerating Plant No. 7 on Khoroshevskoe Shosse near the Polezhaevskaya Metro station, which affected the subsurface water course and accelerated natural karst processes. Obviously, the area around Khoroshevskoe Shosse will soon be unfit for building.

There are also areas in Moscow where slow landslide processes are under way – the shifting of rock down the slope under the impact of the force of gravity: e.g., on Sparrow Hills, opposite the Luzhniki Stadium; on other sections of the Moskva banks, and along the banks of the Yauza and the Ramenka.. There are indications that micro-seismic impacts are reactivating and precipitating landslides in these areas.

If the situation is indeed getting worse from year to year, as specialists argue, it is clearly time to act. Scientists suggest that it is necessary to begin with data collection. Environmental monitoring in Moscow should become regular, to be conducted throughout the year, and should cover at-risk areas. The more detailed the measurements, the better the protection. The fact is that there is no standard protection against low-frequency vibrations for all structures. Each building should be treated on a case-by-case basis.

It is necessary to measure the micro-seismic background – that is to say, the vibration processes in buildings that can be caused by both a natural seismic background and man-made impacts. Massive buildings require deformation and tiltmetric observation of structures and foundations.

Micro-seismic impacts were first detected and studied with the help of the unique equipment developed at the Geofizpribor design bureau, which needs to be produced in numbers for systematic wide-ranging studies. The problem is, however, that the experimental network, of 13 to 15 seismic stations, set up to monitor Moscow's natural environment with the help of this unique equipment, has been shrinking. At present, there are just three stations left. Hardly any money coming in.

It is time vibro-maps were created in Moscow. The Institute of Engineering Research has developed unique software to process measurement data and make maps of wind- and vibration-hazardous areas, producing mathematical (spectral) soil, building and structure models for various parts of Moscow. This means that in the foreseeable future we will have to build seismically resistant foundations oriented according to the wind and vibration rose, typical of particular areas in Moscow at different times of the year, and taking into account natural karst processes.

As far as the metro is concerned, trains run to particular timetables, sometimes at intervals as short as two to three minutes. This is a source of additional low-frequency vibrations. Perhaps periodic timetables would need to be introduced. It would also be useful to shift railtrack joints in relation to each other.

The city authorities are not only aware of many of these problems, but have actually taken steps to address them. There is an order by the Moscow City government to draw up a map of karst cavities in Moscow before the end of 2003 'to avert possible accidents as a result of unfavorable geological processes' that could be provoked by 'ongoing vibrations created by the metro, motor vehicles, and underground conduits'. In 2001 Moscow Mayor issued Executive Order On Creation of an Information System of Moscow's Geological Environment, designed to pool the efforts of approximately 20 organizations to create a unified data bank on man-made impacts. The Presidium of the Russian Academy of Sciences has a council for interaction with the government of the city of Moscow and the Moscow region. The council has repeatedly urged various agencies in the Moscow city government to deal with man-made impacts. There is a good scientific and methodological basis for this as well as the equipment developed by Geofizpribor.

4. Ответьте на вопросы:

1. What seems to be the writer's principal concern here?
2. What dangerous impacts does the city transport cause?
3. What are the consequences of the micro-seismic impacts?
4. What measures do scientists suggest to improve the city environmental situation?
5. What is a vibro-map?
6. What are the steps taken by Moscow authorities regarding the 'City Shaken by civilization'?

WORD STUDY

5. Переведите следующие предложения на русский язык, обращая внимание на различные значения слова *number*:

1. A number of measures must be taken to stop air and water pollution. 2. During the first part of the 19-th century a number of small newspapers were published in New England. They were expensive and their circulation was limited. At that time a number of publishers experimented with the idea of a cheap newspaper that could be sold to the urban masses. 3. A number of studies investigated the influence of industrial noise upon animal life. 4. The number of air pollutants is constantly growing. 5. In sociology, the term 'social category' designates a number of persons who possess some characteristics in common. For example, all people with annual income below 5,000 constitute a social category. 6. The best environment for young child is doubtless that of a family. But there are always large numbers of children for whom family resources are not available and who must be brought up in state institutions.

STRUCTURE STUDY

6. Переведите следующие предложения на русский язык, обращая внимание на сочетание субъектной инфинитивной конструкции и оборота *there is/are*:

1. There seems to be no answer to this question. 2. There appears to be a direct connection between air pollution in the region and the occurrence of respiratory diseases. 3. There appear to be various opinions concerning this issue. 4. There seems to be no fish in this river. 5. There appears to be no cause-effect relationship between the two phenomena. 6. There appear to be more pollutants discharged into the atmosphere every year. 7. There is a tendency for the method to be used in all the experiments. 8. Two years were sufficient for the work to be done. 9. The problem is far too involved for one to be able to solve it. 10. For a computer to be programmed

each program must be reduced to a series of very simple steps. 11. There seems to be a general tendency for industrial problems to become more complex. 12. For this method to be valuable it must be improved.

7. Переведите предложения на русский язык, определяя тип условных придаточных предложений:

1. The system will fail to perform unless the requirements are satisfied. 2. Had we time, we should test the sample twice. 3. They could have understood the task had he explained it clearly. If I were you, I should have rechecked the results. 4. We are not sure if this method will prove adequate in big firms. 5. We do not know what, if anywhere, we might find an almost pure regional dialect. 6. If people are unwilling to hear you, it is better to hold your tongue than them (Ph. Chesterfield). 7. We are not sure if this method will prove adequate in big firms. 8. He uses direct comparisons very seldom, if any. 9. If parents would only realize how they bore their children (W. Shakespeare). 10. If nothing goes wrong he will be back in a fortnight. 11. The method mattered little if the object was achieved. 12. Had we any reason, we might refuse the offer of the Columbia group. 13. This could have been noticed by the programmer if he would have inspected his program carefully. 14. If we raise the temperature the film will expand.

Text C

PRE-TEXT EXERCISES

1. Переведите следующие производные слова на русский язык:

compare – comparison – comparable – comparative – comparatively;
conduct – conduction – conductive – conductor;
exhaust – exhaustible – exhaustion – exhaustive;
recuperate – recuperation – recuperative;
prefer – preferable – preferably – preference – preferential.

2. Запомните следующие выражения:

waste incinerator – мусоросжигательная печь;
noxious substances – вредные вещества;
suffice it to mention – достаточно упомянуть;
to have no match – не иметь аналогов;
to confront with problems – столкнуться с проблемами;
to trap the chemicals – уловить химические вещества;
solid waste dump – свалка твердого мусора;

onslaught of waste – ‘наступление’ на мусор;
moisture content – содержание влажности;
to attain the objective – достичь цели.

3. Ознакомьтесь с толкованием следующих слов из текста:

facilities(n) – aids, circumstances, which make it easy to do things;
garbage(n) – rubbish; worthless material;
fortell(v) – tell beforehand, predict;
combustion(n) – process of burning; destruction by fire;
formidable(adj) – requiring great effort to deal with or overcome;
harm(n) – damage; injury;
eliminate(v) – remove; take or put away, get rid of (because unnecessary or unwanted);
viable(adj) – able to exist capable of developing and surviving without outside help;
eventual(adj) – coming at last as a result; ultimate;
hardship(n) – circumstance that causes discomfort or suffering.

4. Прочтите и переведите текст.

WHO WANTS A HI-TECH WASTE INCENERATOR?

O. Shevel

The Moscow News (# 50, December 25-31, 2002)

Statistics tell us that an average landfill in Russia grows by several meters a year. The world's largest solid waste dump is on Staten Island, USA, 14 miles from Manhattan, with a capacity of 100,000 cubic meters. The onslaught of waste continues unabated.

Mankind knows of only one way of dealing with the swelling mountains of garbage – incineration. Yet even a schoolchild knows that it is the most barbaric method. Thus, of the five waste incinerators in the Moscow region, only two or three are working at any given moment, but even this is enough to pollute the air with highly noxious substances, including dioxins (say, Agent Orange, a powerful defoliant Americans used during the Vietnam War, contains up to 90 per cent of dioxins, and it continues to produce harmful effects there). These chemicals are impossible to trap and very difficult to neutralize.

True, a break though has reportedly been made. Specialists at the *Resurinvest* industrial-investment company developed a unique, environmentally friendly waste incinerator. The first state-of-the-art facility, however, is to be built for South Korea, not Russia.

Boris Adamovich, Resursinvest's deputy director for research, assured this reported that waste disposal in the world leaves much to be desired.

'We chose the most dangerous element. It is medical, or hospital, waste. According to statistics, each patient at a large hospital (800 to 900 beds) accounts for three to four kilograms of medical waste a day. In Moscow alone there are two dozen such medical centers. Once a city Duma special session ruled that furnaces be built at all large hospitals, but things never got off the ground. Also, you have to make sure that an incinerator itself does not lead to pollution. Our facility would be highly useful here'.

A mobile waste incinerator costs \$500,000. It has a capacity of approximately 1,000 tonnes of waste a year. Incidentally, recycling the same amount of waste costs \$1 million while any one of the existing waste incinerators (all the seven waste incinerators in Russia were bought abroad), handling a mere 50,000 tons, has a \$100 million price tag.

No one was ready to come up with \$500,000 in Russia, so Resursinvest's first facility will go abroad – to South Korea.

As they went along, scientists developed associated innovative technology that can have different applications – e.g., an oxygen therapy apparatus; also, dioxin removal technology, which, according to Boris Adamovich, has no match on the world. There were three basic problems scientists were confronted with. First, the need to raise the temperature in the furnace from the usual 1,200 or 1,400 degrees Celsius to 2,000, to achieve assured elimination of all possible infection (say, the botulism bacillus survives the heat treatment of 700 to 800 degrees). Second, the drying-up of waste as a way of saving gas (that is to say, reducing the moisture content of medical waste from 35 – 40 per cent to that of dry firewood – under 15 per cent). Third removing the dioxin, which, at high temperature, first disappears and then reappears in the cooling process.

All of these are formidable challenges. Suffice it to mention the problem of raising the temperature, reducing the moisture content, and achieving maximum combustion all at the same time.

Without going into technical details, it must be said that the scientists eventually attained their objective. They used a rocket engine operation principle to develop a unique combustion chamber with temperature of 2,000 degrees, designed a 'waste-free' cooling system, and achieved a near 100 percent combustion coefficient, also creating a new oxygen system as they went along.

They dealt with the dioxin problem by installing not two but a dozen exhaust smoke conical cyclones. Now dioxin will forever be trapped inside a waste incinerator as it is still impossible to eliminate it completely. Neither is it viable to stop using materials that generate the dangerous substance when incinerated: After all, most of the 'dioxin' waste results from ordinary plastics that mankind no longer knows how to do without.

5. Ответьте на вопросы:

1. What is the only way of dealing with the swelling mountains of garbage?
2. How do incinerators pollute the air?
3. What can you say about medical or hospital waste?
4. What are the characteristics of a mobile waste incinerator?
5. What are three basic problems scientists were confronted with?
6. How was the dioxin problem solved?

WORD STUDY

6. Переведите следующие предложения на русский язык, обращая внимание на значения выделенных слов:

TO ENTAIL. 1. DDT is far more than an insecticide. It entails risk to all living organisms. It is a biocide. 2. Overpopulation may entail increased pollution and contamination of environment. 3. This environment protection project entails great labor upon those who carry it out.

TO DISCHARGE. 1. The discharge of industrial wastes into the rivers is a matter of great public concern. 2. The atmosphere is being increasingly polluted with contaminants, discharged by various pollution sources. 3. Our Earth's biosphere is actually a single whole; poisonous substances discharged into the air or water may be carried hundreds or even thousands of kilometers from the source and do their damage there.

STRUCTURE STUDY

7. Переведите следующие предложения на русский язык, обращая внимание а) на выделенные сказуемые, имеющие значения существования, появления; б) на служебные слова, которые могут выступать в роли предлогов и союзов:

a) 1. Toxic gases *appear* in the atmosphere in critical concentrations. 2. A number of pollution gauges *have been devised*. 3. A special government body *was established* to supervise counter-pollution measures. 4. A number of years ago, an excellent series of studies *appeared* dealing with ecological problems. 5. A number of techniques *have been worked out* to measure air and water contamination. 6. A terrible accident *occurred* yesterday. 7. Stable correlation *exists* between the amount of toxic chemicals in the air and water and the rate of illness. 8. Various methods *exist* of preventing water pollution by pesticides. б) 1. The process *has been used* since its first announcement. 2. Learn to walk before you run. 3. It is easy to be wise after the event. 4. The problem is yet to be determined. 5. Business before pleasure.

VII. GRAMMAR REVIEW

ПРАВИЛА ЧТЕНИЯ (READING RULES)

Четыре типа чтения английских гласных в ударных слогах

Буква	Открытый слог +0; +гласная; +согл. + гласн.	Закрытый слог +согл. (+согл.)	Открытый слог + r + гласн.	Закрытый слог + r + r + согл.
A a	[ei] day, place	[æ] exam, black	[eə] Mary	[ɑ:] car, park
O o	[ou] go, road, home	[ɔ] not, off	[ɔ:] more	[ɔ:] more
E e	[i:] he, sea, Pete	[e] pen, dress	[ə:] her, term	[iə] here
I i	[ai] I, fine	[ɪ] sit, since	[ə:] fir, girl	[aɪə] fire
Y y	[ai] my, type	[ɪ] myth	[ə:] Byrd	[aɪə] tyre
U u	[ju] cue, student	[ʌ] but, must	[ə:] fur, purse	[juə] during

БУКВЫ И ЗВУКИ (LETTERS AND SOUNDS)

A a [ei]

[ei] state, aim, stay, table, taste, change
 [æ] back, matter, battle, marry
 [ɑ:] car, card, task, fast, class, after, chance
 [eə] fare, fair
 [ɔ:] all, salt, fault, saw, cause, caught

E e [i:]

[i:] be, Peter, beet, beat, field, receive
 [e] bet, better, settle, terror, head
 [ə:] term, pre'fer, learn
 [iə] here, hear, cheer
 [u:] flew, grew, Jew
 [ju:] new, few

I i [aɪ]

[aɪ] lie, line, title, mind, mild, might
[ɪ] bit, bitter, middle, mirror
[ə:] fir, first
[aɪə] fire, liar, quiet

O o [ou]

[ou] no, note, noble, coat, show
[ɔ] hot, hotter, bottle, sorry
[ɔ:] for, born, more, thought
[ɔɪ] boil, boy
[u:] spoon
[u] book
[aʊ] cloud, town, now
[aʊə] flour, flower

U u [ju:]

[ju:] tune, due, bugle, produce
[u:] rule, blue, in'clude, Judy
[ʌ] but, butter, shuttle, currency
[ə:] fur, further
[juə] cure, pure,
[ʊə] sure

Y y [waɪ]

[aɪ] my, type, de'ny
[ɪ] myth, Kitty, 'typical
[j] yet

C c [sɪ]

[k] cap, cold, cut, clean, back
[s] cent, cite, face, cycle

G g [dʒ:]

[g] go, gun, game, guest
[dʒ] gentlemen, gin, gym, page

H h [eɪtʃ]

[h] home
[ʃ] ship, fishing, dish
[tʃ] chin, teacher, which, catch
[θ] thin, truth
[ð] that, with, breathe

L l [el]

[l] late, tell, little, idle

N n [en]

[n] neck, knock, manner
[ŋ] song, thing
[ŋk] think, thank

P p [pɪ]

[p] play, step, stepping; [f] phone

Q q [kju:]

[kw] quick, quite, question, quote

R r [ɑ:]

[r] rain, cry, write, sorry

S s [es]

[s] same, mass, cats
[z] plays, reads, easy, noses
[ʒ] pleasure

W w [dublju]

[w] way, why, wheat

X x [eks]

[ks] box, ex'pect, ex'cuse (в конце слова и перед гласной, в том числе перед буквой C, читаемой [k]) 'exercise (между ударной и безударной гласной)

[gz] e'хаст (между безударной и ударной гласной)

[k] ex'sept (перед буквой C, читаемой [s])

Структура слова, значение, ударение (Word structure, meaning, stress)

При немотивированной, с точки зрения современного языка, морфологической структуре слова запомнить место ударения помогает буквенный состав. Например, в словах с некоторыми начальными буквосочетаниями ударным, как правило, является второй слог:

a'cccept, accuse, achieve, acute, address, advance, advise, affair, afford, agree, amuse, annoy, appoint, approach, arrange, arrest, arrive, ashamed, attach, attack, attempt, attend, avoid, away; be'come, begin, behave, belong, betray; de'bate, decide, declare, decline, decrease, defeat, defend, delay, delight, deny, depend, depress, describe, deserve, destroy, devote; con'cern, conclude, confirm, confuse, consist, consult, consume, contain, contest, combine, commit, compete, complain, comply, complete, compose; ex'claim, expect, explain, explode, express, for'bid, forget, forgive; in'clude, increase, inflict, inform, insist, inspect, intend, invade, invest, invite, impress, improve; o'bey, oblige, observe, omit, oppose; re'ceive, record, reduce, reflect, refresh, refuse, regard, regret, reject, release, rely, remain, remind, repair, report, request, require, reserve, resist, resort, respect, result, resume, retreat.

Если за ударным слогом без **г** следует слог с безударным [ɪ], ударная гласная, как правило, произносится кратко:

а) в двухсложных словах с открытым ударным слогом: [æ] 'cabin, habit, rapid, valid; [e] chemist, credit; [ɪ] civil, critic, limit, spirit; [ɔ] copy, profit; [ʌ] publish, punish и т.п. (за исключением гласной **и**, которая имеет алфавитное чтение, например, [ju:] music, duty, unit, stupid);

б) в словах с суффиксом **-ic** (ударение – в предшествующем слоге): [æ] 'classic, plastic, dramatic; [ɔ] a'tomic, historic; [e] synthetic; [ɪ] specific;

в) в словах с суффиксом: **-age**: [æ] 'damage, passage; [ɔ] hostage; [ɪ] image;

г) в словах, оканчивающихся на [ɪən].

В двухсложных существительных с суффиксом **-ture** гласная читается по правилу типа слога: [e] lecture; [ɪ] picture; [ɪ:] creature, feature; [ju] future.

Ударение может дифференцировать глагол и существительное: to im'port – 'import, to con'tract – 'contract, to enc'rease – 'increase, to pre'sent – 'present, to pro'gress – 'progress, to pro'test – 'protest, to re'bel – 'rebel, to re'cord – 'record.

В трехсложных и многих четырехсложных словах ударным является третий слог от конца. Ударная гласная читается кратко, независимо от типа слога:

[ɔ] 'colony, [e] 'enemy, [ɪ] 'criminal.

Исключение: буква **и** в открытом слоге имеет алфавитное чтение (например, [ju:] 'unity, 'universe, en'thusiasm).

Чтение ударной гласной перед **г** следует проверять по словарю.

**Ударение на третьем слоге от конца,
ударная гласная читается кратко**

‘Ambulance, benefit, cabinet, caravan, chemistry, character, competent, conference, contrary, comedy, critical, delegate, deputy, diplomat, energy, general, history, holiday, incident, industry, interest, interval, liberty, minister, ministry, opera, optimism, optimist, passenger, pessimism, pessimist, policy, popular, president, primitive, property, strategy, summary, sympathy, symphony, tendency, terrorism, tragedy, victory; ability, activity, ambassador, apology, economy, economist, ecology, facility, humanity, monopoly, original, political, practical, publicity, stability.

В многосложных глаголах с суффиксами *-ate*, *-ise*, *-ize*, *-y* ударение падает: в трехсложных глаголах на первый слог, в остальных на третий слог от конца. Ударная гласная читается кратко, независимо от типа слога: [ɪ] са’pitulate, [æ] ‘ratify, [e] ‘educate, [ɪ] ‘imitate.

Исключение: буква **и** в открытом ударном слоге имеет алфавитное чтение (например, [ju] ‘unify, ‘utilize, со’mmunicate).

**Ударение на третьем слоге от конца,
ударная гласная читается кратко**

‘Advertise, analyze, compromise, criticize, dramatize, mechanize, recognize, sympathize, terrorize; ‘magnify, occupy, qualify, ratify, satisfy, terrify; complicate, concentrate, confiscate, demonstrate, devastate, dominate, educate, imitate, liberate, operate, penetrate; accommodate, capitulate, commemorate, congratulate, eliminate, exaggerate.

Суффикс существительного и прилагательного *-ate* читается [ət]/[ɪt]: candidate, certificate, delegate, delicate, separate.

Суффикс существительного *-ion* читается слитно с последней буквой корня и произносится:

гласн. + -tion, -ssion [ʃən]/[ʒn] section, session;

гласн. + -sion, -ion – conclusion, [jən] rebellion.

Ударение падает на слог, предшествующий суффиксу. Перед *-tion*, *-ssion*, *-sion* ударная гласная читается по правилу типа слога: [eɪ] in’flation, [ou] ex’plosion, [ʌ] pro’duction.

Исключение: ударная гласная **и** читается кратко также и в открытом слоге (например, [ɪ] tra’dition, di’vision).

В словах, оканчивающихся на *-ion* ударная гласная обычно читается кратко: [ɪ] o’pinion, [æ] соm’panion, [ʌ]’onion.

Исключение: ударная гласная **и** имеет алфавитное чтение (например, [ju:] ‘union).

**Ударение на предпоследнем слоге,
ударная гласная читается по правилу типа слога,
ударная гласная *i* читается кратко**

-tion: a'ttention, construction, destruction, election, promotion, relation, nation; **-ssion:** co'mission, mission, permission, profession; **гласн.+ -sion:** co'llision, conclusion, decision, division, explosion, invasion, occasion, precision, provision.

Слова, состоящие из четырех и более слогов, имеют два ударения. Второстепенное ударение предшествует главному и отстоит от него на один слог:

,adap'tation, education, complication, constitution, corporation, declaration, demonstration, domination, explanation, indignation, operation, opposition, population, recognition, registration, relaxation, reputation, resignation, satisfaction; ,auto'matic, democratic, diplomatic, economic, optimistic, pessimistic; ,corres'pondent, entertainment, manufacture, propaganda; a,ccomo'dation, administration, capitulation, congratulation, exaggeration, imagination, investigation; ,meta'llurgical, productivity, satisfactory.

ЗВУКИ И БУКВЫ (SOUNDS AND LETTERS)

[ɑ:] Cast, past, nasty, part, half, laugh, draft, bath, plant, grant, branch, glass, class, dance, France, charge; argue, artist, barber, barter, market, scarlet, army, party, partner, article, arsenal, master, father, rather; advance, demand, command, compartment, department;

[ʌ] cut, shut, rush, brush, blush, drug, stuff, fun, front, dub, ugly, love, glove, come, done; punish, publish, public, summit, stubborn, number, current, tunnel, struggle, smuggle, suffer, subject, hurry, fussy, customer, summary, punctual, mother, other; consult, result, construct, production, reduction, construction, destruction, introduction, conductor;

[aɪ] pie, lie, shy, dry, fly, sight, slight, flight, mind, blind, prize, rise, price; liner, rival, pilot, tidy, item, silent, frighten; polite, behind, decline, collide, inside, aside, excite, surprise, besides, oblige, remind, rely, reply, supply, apply, describe, provide; advertise, criticize, sympathize, realize, organize;

[aɪə] fire, hire, tired, quiet, client, liable; entire, empire, inspire, require, society;

[aʊ] round, sound, ground, pound, found, loud, proud, count, shout, south, now, crowd, crown, thousand, lounge; arouse, around, announce, pronounce, surround, amount, without, aloud;

[aʊə] power, tower, shower;

[e] 'presence, selfish, plenty, elder, central, entrance, settle, effort, fellow, excellent, gentleman; pleasure, measure, treasure, leisure; very, merry, bury; o'ffend, defend, neglect, pretend, upset, attempt, attend, correct, address, event, forget, depend, respect, suspect, expect, object, prevent, accept; su'rrender, develop, detective, immensely, effective, attention, deception, adventure; head, bread, dead, spread, ready, steady, in'stead, deadlock;

[eɪ] age, stage, fail, grain, aid, aim, raise, praise, paint, claim, maize; safety, lady, shaky, vacant, major, cable, bakery; display, delay, escape, invade, remain, explain, complain, contain, ashamed, arrange, debate, delay, behave; arrange, exchange, change, range, strange, danger; haste, waste, taste;

[æ] act, wrap, cash, gang, add, slang; 'cabin, planet, habit, rapid, traffic, classic, plastics, happen, cancel, accent, talent, channel, rally, capture, madam, gather, radical, national, accident, camera; a'ttack, attach, attract, expand, relax, perhaps, adapt, establish;

[eə] dare, spare, stare, square, air, fair, hair, wear, bear, airport, careful, chairman; a'ffair, repair, prepare, compare, declare;

[i:] meet, green, screen, queen, clean, dream, mean, beat, wheat, treat, speech, reach, peace, niece, chief, field, siege, breath, feature, creature; a'chieve, believe, relieve, reveal, conceal, defeat, compete, complete;

[ɪ] sick, print, gym, myth, witch, bridge; 'limit, system, symbol, symptom, witty, silly, whisper, thriller, simple, middle, silver, single; 'minister, visitor, incident; in'sist, consist, convince, inflict, equip, commit, admit, efficient, edition;

[ə] near, hear, fear, clear, beer, sphere, cheerful, merely, beard;

[ɔ:] talk, force, horse, cause, call, fall, tall, raw, draw, launch, fault, more, ore, score, bore; walk, wall, water, war, warm, warn; bought, brought, ought, fought, thought, taught, caught; 'author, order, porter, normal, awful, laundry, shortage, corner; per'form, support, import, afford, ignore, withdraw, export, distort, reform, restore, record, abroad, important, according;

[ɒ] knock, job, cross, wrong, solve; bother, copper, cotton, offer, common, nonsense, profit, modern, prospect, project, horror, hobby, lobby, sorry, 'borrow,

follow, hollow, politics, 'conference; watch, wash, watch; a'dopt, across, atomic, involve, astonish;

[ɔɪ] point, soil, join, joint, voice, noise, choice; a'void, destroy, employ, annoy, appoint, enjoy;

[ou] phone, boat, soap, coal, load, boast, post, host, most, loan, quote, clothes, throat, throne, throw, owe, show, low, blow, cold, fold, gold, bold, hold, oats, poll; 'program, moment, broken, notice, progress; pro'mote, devote, suppose, expose, propose, explode, ago, control;

[u:] do, too, tooth, noon, choose, zoo, troops, wool, rude, truc, threw, drew, flew, grew, flu, gloomy, juice, cruise, fruit; in'clude, conclude, cartoon; prove, move, improve, approve;

[ju:] tune, huge, due, stupid; a'cute, dispute, amuse, accuse, excuse, reduce, produce, deduce, consume, resume, pursue;

[u] hook, look, put, pull, push, bush;

[juə]/ [uə] cure, pure, lure; poor, sure, tour, tourist;

[ə:] firm, burn, turn, nurse, church, hurt, shirt, birth, earth, search, learn, earn, heard, verse; further, murder, perfect, circle, furnish, merchant, urgent, birthday, service, perfume, permanent; encircle, reserve, observe, deserve, concern, prefer, occur, confirm, disperse, e'mergency.

Прочтите следующие слова:

Door, floor; short, for, port, sport; more shore, sore; small, all, ball, wall, walk, chalk; because, saucer, cause, autumn; saw, raw, shawl, draw, awful; war, warm, water, warn; your, four, pour;

along, frost, lost, dot; want, wash, was, wander;

car, marble, article; rather, father, bathroom, path; ask, task, fast, grasp, plaster, master;

whole, note, rode, go, pole, rose; boat, load, road, soap, throat, coast, boast; low, row, know, show, blow, throw; cold, old, sold, bold, told; post, most;

town, down, brown, gown; out, about, round, loud, proud;

dare, fare, mare, rare, care; air, fair, hair, pair, chair, stair;

work, word, worst, worth, world; dirty; circle, sir, virgin, first, third; turn, urge, urgent, nurse, purse,; servant, person, nerve, serf; early, earth, learn;

use, union, cue, due, amuse, music, new, few, dew, knew.

PRACTICAL GRAMMAR

СЛОВООБРАЗОВАНИЕ (WORD-BUILDING)

Суффиксы существительных

Суффикс	Значение	Примеры
-er, -or	аппарат, действующее лицо, профессия, химически действующее активное вещество	refrigerator, transformer, teacher, actor, transmitter, hardener, operator
-ian	специальность, национальность	Russian, Indian, Italian, technician, politician, physician
-ist	профессия, партийная принадлежность	socialist, activist, biologist, chemist
-ee	человек - объект действия	trainee, employee, addressee
-ing	процесс, действие	melting, burning, writing, reading
-ness	состояние, свойство, качество	usefulness, happiness, hardness
-ity	состояние, положение, свойство, качество	community, electricity, nationality, intensity, productivity
-ment	действие, событие	government, development, achievement, movement requirement
-ence; -ance	действие, состояние, процесс	resistance, independence
-tion, -ion, -ssion	процесс, действие	administration, session, acceleration, organization, definition
-ture, -age	отвлеченное понятие	nature, future, picture, message, advantage
-th	используется для образования существительного от прилагательного	wide — width, strong — strength, long — length
-dom, -hood, -ship	отвлеченное понятие	freedom, childhood, friendship

1. Переведите следующие производные слова:

to examine — examination; to adopt — adoption; to graduate — graduation;
 to specialize — specialization; to organize — organization;
 to environ — environment; to enroll — enrollment; develop — development; to
 achieve — achievement; to move — movement; to establish — establishment; to
 improve — improvement; to agree — agreement; to appoint — appointment;
 to think — thinker, to compress — compressor, to lecture — lecturer;
 dark — darkness; useful — usefulness; help — helplessness;
 to resist — resistance; to differ — difference; to appear — appearance; to be
 present — presence; to be absent — absence;
 science — scientist; special — specialist; art — artist; biology — biologist;
 short — shortage; to break — breakage; to use — usage;
 to respond — responsibility; to stabilize — stability, to realize — reality, to
 individualize — individuality, to popularize — popularity;
 nature, culture, structure, manufacture, measure, treasure, feature.

Суффиксы прилагательных

Суффикс	Значение	Примеры
-ful	наличие качества, свойства	useful, hopeful, truthful, beautiful
-less	отсутствие качества, свойства	careless, useless, restless
-able, -ible	способность подвергнуться действию или совершить действие	movable, remarkable, sensible, extensible, inexhaustible, reliable
-ive, -ent	отвлеченное понятие	active, excellent, different, convenient
-al, -ary	отвлеченное понятие	usual, historical, special, disciplinary
-ic, -ous	отвлеченное понятие	academic, patriotic, various, numerous
-en	материал	wooden, golden
-ish	ослабление качества	reddish
-fold -proof	кратный, способный противостоять тому, что выражено в значении корня слова	threefold waterproof, fireproof

2. Переведите следующие производные слова:

industry — industrial; profession — professional; person — personal;
evidence — evidential; influence — influential; confidence — confidential;
fame — famous; variety — various; number — numerous;
monotony — monotonous; autonomy — autonomous;
anonymity — anonymous;
to excel — excellent; to confide — confident; innocence — innocent;
to access — accessible; to rely — reliable; to consider — considerable;
to avail — available;
to conserve — conservative; progress — progressive;
effect — effective; intensity — intensive;
power — powerful; success — successful; skill — skillful;
change — changeless; water — waterless, help — helpless;
end — endless; fruitful — fruitless; limit — limitless.

Суффиксы глаголов

Суффикс	Примеры
-en	to shorten, to strengthen, to widen
-ize	to organize, to liberalize, to utilize, to terrorize
-fy, -ate	to fortify, to intensify, to satisfy, to unify, to illuminate, to regulate

3. Переведите следующие производные слова:

computer — to computerize; special — to specialize; ideal — to idealize;
crystal — to crystallize; central — to centralize;
light — to lighten; bright — to brighten; deep — to deepen; less — to lessen;
magnification — to magnify; satisfaction — to satisfy; identity — to identify.

Суффиксы наречий

Суффикс	Примеры
-ly	badly, monthly, weekly
-ward, wards	upward, backwards
-wise	clockwise

4. Переведите следующие слова:

toward(s), side-ward, forward(s), backward(s), afterward(s), downward(s),
northward(s), southward(s), homeward(s), outward(s), inward, seaward.

**Наречия, значение которых отличается от значения
соответствующих прилагательных и которые
представляют трудность для перевода**

Наречие	Значение	Наречие	Значение
hardly	едва	shortly	вскоре, короче говоря
nearly	почти	likely	вероятно
readily	легко, охотно	similarly	подобным образом
mainly, mostly, chiefly	главным образом	properly	должным образом, как следует
largely	широко, в значительной степени	unlikely	невероятно
heavily	сильно, усиленно	necessarily	обязательно
highly	очень, весьма, чрезвычайно	readily	легко
increasingly	все более и более	repeatedly	многократно
successfully	успешно	successively	последовательно
lately	недавно	ultimately	в конечном счете
greatly	значительно	easily	легко

5. Переведите следующие наречия:

satisfactory, really, theoretically, physically, equally, definitely, absolutely, surprisingly, separately, scientifically, subsequently.

Суффиксы числительных

Суффикс	Условия употребления	Примеры
-th	порядковые числительные, кроме: <i>the first, the second, the third</i>	<i>the seventh, the twenty sixth</i>
-teen	количественные числительные от 13 до 19	<i>thirteen, seventeen</i>
-ty	десятки	<i>sixty</i>

Приставки

Приставка	Значение	Примеры
un-	отрицательная	unhappy, uncomfortable, unreal
in-	отрицательная	indefinite, ineffective, informal
ir-	отрицательная	irregular
il-	отрицательная	illegal
im-	отрицательная	impossible, immoral, impolitic
non-	отрицательная	non-standard, non-resistant
anti-	отрицательная	anti-social, anti-constitutional
dis-, de-	противоположное значение	to disorganize, to decode, demobilization, denationalization
counter-	против, контр-	counteraction, counterrevolution
mis-	неправильно	mistake, misunderstanding
re-	повторность действия	to rewrite, remake, <i>but: to replace, to remove</i>
in-	внутри	inside
out-	снаружи	outside
inter-	между, взаимно	interplanetary, interaction
over-	сверх-, пере-	overproduction
super-	сверх-, над-	superstructure
under-	под-, ниже -	underproduction
sub-	под-	submarine, subgroup
pre-	до-	prewar
post-	после-	postwar
semi-	полу-	semiconductor
multi-	много	multinational
poly-	много	polyphony, polygamy
uni-	один	uniform, unidirectional
en-, be-	используется для образования глаголов от прилагательных и существительных	to enlarge, to belittle

6. Переведите следующие слова:

renew, renewal, renewable; reorganize, reorganization; reuse; rebuild; remake;
material, immaterial; important, unimportant; perfect, imperfect; possible,
impossible, natural, unnatural; limited, unlimited;
to like — to dislike; illusion — disillusion; comfort — discomfort;
supernatural; superpower; supersonic; superconductor;
rich — to enrich; large — to enlarge; close — to enclose; to estimate to
overestimate;
subsystem; subcommittee; subdivision; subsurface;
underdeveloped; underground;
non-effective; non-essential; non-standard; non-metal; non-stop;
anti-fascist; counter-espionage; counter-attack;
ex-champion; ex-minister;
demobilization; demoralization; denationalization;
pre-capitalist; prehistoric; post-operative;
co-author; interrelation, intersection, interurban.

7. Образуйте и переведите производные слова согласно образцу:

a) *computer* — *microcomputer*; b) *computer* — *minicomputer*; c) *tidy* — *untidy*.

a) chip, electronics, film, phone, processor, wave, organism; b) screen, tour, bus, size; c) pleasant, known, able, democratic, cultured, true, happy, kind, lucky.

8. Образуйте существительные от следующих слов, используя суффиксы *-ance, -ence, -ment, -tion, -ssion, -ing, -ture, -ness, -age, -ity, -th* или нулевой суффикс:

appear, explore, prepare, prior, important, implement, transit, propose, create, lighten, encode, structural, useful, discuss, grow, store, differ, electronic, noiseless, powerful, dangerous, perform, realize.

9. Образуйте глаголы от следующих слов согласно образцу:

usage — *to use*: subdivision, indication, complication, difference, large, systematization, appearance, changeable, measurable, production, active;
computer — *to computerize*: ideal, crystal, central.

10. Образуйте прилагательные от следующих глаголов согласно образцу:

to move — *movable*: to comfort, to change, to compare, to control, to program, to measure.

11. Определите, к какой части речи относятся следующие слова и переведите их:

a) to produce—producer—product—production—productive—productivity;
overproduction—underproduction—reproduce—reproducible—reproducibility;
to act — actor — actress — acting — active — activist — activity — inactivity;
reactivity — activator — activate — activated — activation — reactivation;
to use — useful — useless — usefulness — uselessness;
resistant — resist — resistance — resistor;
theory — theorist — theoretical — theorize;
physics — physicist — physical — physically;
to explain — explainable — explanation;
to satisfy — satisfactory — satisfaction;

b) reliable, elongate, percentage, stabilizer, stabilize, prospective, carrier, brilliant, relativity, intelligent, intelligence, assistance, mainly, encircle, departure, statement, hypersonic, liner, horizontal, powerful, encode, capacity, disintegrate, emission, widen, intensive, incredible, stranger, reality, strengthen, indestructible, amplification, substance, entirely, vaporize, gravity, peaceful, permanent, consequence, dominant, relative, relativity, flexible, apparently, celebrity, novelty, connection, complicate, desirable, significant, utilize, pressure, famous, weightlessness, caten, depth, damage, shorten.

12. а) Переведите следующие слова, обращая внимание на суффиксы и приставки:

technical, vocational, optional, educational, national; guaranteed, specialized, qualified: economics, physics, mathematics; co-education, coexistence, cooperation; full-time employment; post-war, post-revolutionary; post-graduate, undergraduate.

б) Образуйте от приведенных ниже слов прилагательные с суффиксами -able, -ible; -less, -ful и переведите их:

to drink, to eat, to understand, to read, to access, to suit, to obtain, to win, to reuse, to wash, to transfer, to value, to compare, to avail, to convert; color, taste, father, home, sleep, use, hope, help, tact, joy, care, respect.

в) Переведите следующие слова, обращая внимание на отрицательные приставки un-, in-, ir-, dis-:

unbalanced, unequal, undone, insignificant, unnecessary, unemployed, unbalanced, untested, unloaded, independent, inorganic, irrespective, irregular,

irreversible, impossible, underdeveloped, underline, underground; to disappear, to displace, to discharge, to disagree; unhappiness, unexpected.

г) Переведите следующие слова, обращая внимание на суффиксы *-ssion, -tion; -ize* и приставки *sub-, re-, dis-, mis-* :

expression, equation, calculation, approximation; characterize, organize, generalize, individualize, materialize; subdivision, subinterval, subway, subtropical, subnormal, submarine; to rewrite, to remake, to reread, to rearrange; displacement, disintegrate; to misunderstand, to mislead, to mispronounce, to misinform.

д) Переведите следующие слова, обращая внимание на суффиксы и приставки:

to resist --- resistance --- resisting --- resistant; physics --- physical;
to distribute --- distribution --- distributor --- distributed --- distributive;
to value --- value --- valuable --- evaluation --- devaluation;
to attract --- attraction --- attractive --- to distract --- distraction;
to modify --- modifier --- modification;
to arrange --- to rearrange --- rearrangement;
to mix --- mixer --- mixture.

ГЛАГОЛ (THE VERB)

ПРОСТЫЕ ВРЕМЕНА (THE SIMPLE TENSES)

Спряжение глаголов *to be* и *to have* в простом настоящем времени

Глагол <i>to be</i>		
Утвердительная форма	Вопросительная форма	Отрицательная форма
I am a graduate.	Am I a graduate?	I am not a graduate.
You/they/we are (a) graduate(s).	Are you/they/we (a) graduate(s)?	You/they are not (a) graduate(s).
He/she is a graduate.	Is he/she a graduate?	He/she is not a graduate.
Глагол <i>to have</i>		
I/you/we/they have a book.	Have I/you/we/they a book?	I/you/we/they haven't a book.
He/she has a book.	Has he/she a book?	He/she has not a book.

1. Преобразуйте данные предложения в вопросительные и отрицательные:

1. My aim is to master English. 2. The admission to universities is by examination or selection (interviews) in Great Britain. 3. Our dean's lectures are always interesting. 4. The nature of news is a favourite subject of discussion among journalists. 5. Russia's economy is dependent on oil exports. 6. Children are very curious; they want to explore the world. 7. The UK is one at the world's largest exporters of manufactured goods per head of population. 8. The devil is as black as he is painted. 9. Preparation for a trip to a foreign country is quite often nerve-racking. 10. A scientist is an expert in natural sciences. 11. All characters in the book are fictitious. 12. We've got some questions to ask you. 13. She has a great influence on her friends. 14. A scholar is an expert in humanities. 15. I often have a headache in the evening.

2. Раскройте скобки, используя необходимую по смыслу форму глагола:

1. Which party (to be) in power now in Great Britain? 2. All British Universities (to be) private institutions. 3. The most interesting innovation in Great Britain's higher education (to be) Open University. 4. Apart from coal and iron ore Britain (to have) very few natural resources and mostly depends on imports. 5. Environmental protection and equal employment laws in the USA (to be) among the strictest in the world. 6. Readers' letters (to be) a valuable source of information about life, about people's interests and needs. 7. Now scientists believe that some deer in Poland (to be) less healthy because of acid rain. 8. Though money (to be) not essential to happiness, happy people usually (to have) enough. 9. Not all countries (to have) their consular representations in small towns. 10. Children (to be) so different, it (to be) just impossible to treat all of them alike. 11. Our University (to have) all the necessary facilities for research work. 12. If the sunset (to be) red, it (to be) a sign that we (to have) a windy day tomorrow. 13. 'Where (to be) the rest of the luggage?' 'The rest of the bags (to be) here.' 14. A sphinx (to be) a creature with a woman's head and a lion's body. 15. It is quite true that education is not just learning facts, educated people are better prepared for life. 16. It is obvious that one of the ways to learn a foreign language is to go abroad. 17. He (to have) ideas like no one else's.

3. Переведите следующие предложения на английский язык:

1. Самый большой научно-исследовательский центр в России – Российская академия наук. 2. Университеты являются центрами научно-исследовательской работы. 3. Получить высокооплачиваемую работу – не просто. 4. Библиотека нашего университета имеет огромное количество книг и

журналов по всем областям науки и техники. 5. Упорная работа – гарантия успеха. 6. Ты не имеешь права делать это. 7. Его мечта – овладеть двумя иностранными языками. 8. Ты не имеешь права делать это. 9. Университет располагает хорошей библиотекой. 10. У него есть интересная коллекция марок. 11. У нас немного времени, чтобы добраться до вокзала. 12. Это единственный вопрос, который я хочу задать.

Способы перевода предложений с оборотом *There + to be*

There is (are, was, were, will be, has been, have been)

<i>There is</i> a newspaper on the desk.	На столе (<i>лежит</i>) газета.
<i>There are</i> two (some) newspapers on the desk.	На столе (<i>лежат</i>) две (несколько) газет.
<i>There is</i> only one way to solve this problem.	<i>Существует</i> только один способ решения той проблемы.
<i>There is</i> a lot of work to be done today	Сегодня <i>нужно</i> многое сделать.
Примечание.	
There to exist – существовать;	There appeared many new parties in
There can be – может быть;	the country. – В стране появилось
There to lie – лежать и т.п.	много новых партий

4. Переведите следующие предложения на русский язык:

1. The paragraph generally contains one leading idea around in which there are some supporting details. 2. There remains however, a difference in emphasis between studying to acquire knowledge and studying to acquire the ability to use knowledge and to do things. 3. There is warm climate and much vegetation in Australia. 4. There are more men than women in the Government. 5. As far as I know there are no suitable books on the subject. 6. You know there is a point of view that it will be better for a person to learn by his own mistakes. 7. There are two aims in study: one is to acquire certain bodies of knowledge; the other is to acquire certain abilities to do things. 8. Is there anything to read about education in Britain and the USA in this library? 9. I think there cannot be any misunderstanding. 10. There arouse a lot of questions after his lecture. 11. There is some sense in what he proposes. 12. There came a knock at the door.

5. Составьте предложения по данному образцу: *Traffic lights, of the street, there are, at every corner. – There are traffic lights at every corner of the street.*

1. Some, only, our, years, a few, street, ago, houses, new, in, were, there. 2. You, a message, is, the office, there, for, in? 3. The group, how many, were, in, students,

last, there, year? 4. Monuments, many, are, city, our, there, in. 5. Time, is, the museum, there, to, no, visit.

6. Преобразуйте следующие предложения в вопросительные и отрицательные:

1. There is a new manager in our department. 2. There was some sense in what he proposed. 3. There will be a telephone in my flat soon. 4. There will be a lot of fruit in our garden in autumn because of the cool and rainy summer. 5. There were some courses for beginners at the University last year. 6. There is a lot of discussion about the language learning now.

7. Переведите следующие предложения на английский язык:

1. В этом районе будет кинотеатр, кафе и несколько школ в ближайшие три-четыре года. 2. Имеется много ценной информации по этому вопросу. 3. Есть много проблем, требующих безотлагательного решения. 4. Обучение в негосударственных институтах не бесплатное, оно довольно дорогое.

Простое настоящее время (The Simple Present Tense)

Форма		
Утвердительная	Вопросительная	Отрицательная
I/you/they <i>study</i> here.	<i>Do</i> I/you/we/they <i>study</i> here?	I/you/we/they <i>do not study</i> here.
He/she <i>studies</i> here.	<i>Does</i> he/she <i>study</i> here?	He/she <i>does not study</i> here.

Примечания: 1. Don't = do not, doesn't = does not. 2. Наречия и словосочетания, используемые с The Simple Present Tense: *usually, regularly, as a rule, generally, often, seldom, sometimes, always, every day, every week, every month, twice a year.*

Способы перевода The Simple Present Tense на русский язык

He <i>often writes</i> letters to his parents.	Он <i>часто пишет</i> письма своим родителям.
Water <i>boils</i> at 100° Celsius.	Вода <i>кипит</i> при температуре 100° по Цельсию.
The last train <i>arrives</i> at midnight.	Последний поезд <i>прибывает</i> в полночь.

1. Преобразуйте следующие предложения в вопросительные и отрицательные:

1. I usually eat very much for lunch. 2. Children sometimes do things their parents tell them to. 3. You feel sad if your best friend goes away. 4. This job suits his abilities well enough. 5. Unemployment and poverty in that country grow steadily. 6. In summer we join the students' Construction Team. 7. He is very self-critical. He often criticizes himself.

2. Употребите глагол в третьем лице единственного числа, пользуясь образцом: *I believe I'm right – She believes she is right.*

1. At any time students need advice. 2. Many critics mark the wealth of the forms of Dickens's humor. 3. I probably look younger than I am. 4. Some scientists supply the fundamental calculations for designing engines. 5. They refuse to do what is called low work. 6. After classes I usually go to the students' canteen for lunch and then to the library. 7. I hope for the better. 8. Many governments make everything possible to stop spreading drugs in their countries.

3. Раскройте скобки, употребив глаголы в The Simple Present Tense, и переведите предложения:

1. Each university (to decide) each year how many students it (to suppose) to admit. 2. Management is a part of many processes which (to determine) the outlook of the contemporary world. 3. Education (to begin) with birth and (to continue) until death, but it is most important in childhood. 4. When scholars (to diverge) in the views it is unsafe to follow any one interpretation. 5. Any war (to mean) thousands of unborn children and single parent families. 6. A tired body (to mean) a weak body. And a weak body (to get) ill easily. 7. Education in today's world (to concern) many subjects, all of which are important for living in modern societies. 8. Almost every day the newspapers and television (to refer) to the problems of inflation, unemployment and slow growth. 9. Don't you know that water (to boil) at 100°C?

4. Переведите следующие предложения на английский язык:

1. Очень мало стран не участвуют в международном бизнесе. 2. Сельское хозяйство Британии обеспечивает только половину продовольствия, которое ей необходимо. 3. Все больше и больше высших школ применяют лингафонное оборудование и телевидение в учебном процессе. 4. Я не понимаю, что вы имеете в виду. 5. Высшая школа сегодня не только дает знания студентам, но развивает их способности думать творчески и работать продуктивно. 6. Темы научных исследований студентов отражают широкий спектр их интересов.

Типы вопросов (Types of Questions)

Общие вопросы (General questions)

<i>Are you a student?</i>	Ты (Вы) студент?
<i>Have you (got) a car?</i>	У Вас есть машина?
<i>Do you have dinner at home?</i>	Вы обедаете дома?
<i>Can he speak English?</i>	Он может говорить по-английски?
<i>Does he walk to the University?</i>	Он ходит в университет пешком?
<i>Must I do it now?</i>	Я должен это сделать сейчас?

Альтернативные вопросы (Alternative questions)

<i>Is he an economist or a programmer?</i>	Он экономист <i>или</i> программист?
<i>Do you prefer coffee with milk or with lemon?</i>	Вы предпочитаете кофе с молоком <i>или</i> с лимоном?
<i>Must he go or stay here?</i>	Он должен идти <i>или</i> остаться здесь?
<i>Does he get to the University on foot or by bus?</i>	Он добирается до университета пешком <i>или</i> на автобусе?

Разделительные вопросы (Question tags)

He is a programmer, <i>isn't he?</i>	Он программист, <i>не правда ли?</i>
You like coffee with milk, <i>don't you?</i>	Вы любите кофе с молоком, не так ли?
He doesn't get to the University by bus, <i>does he?</i>	Он не ездит в университет на автобусе, не так ли?
You must do it now, <i>must not you?</i>	Ты должен сделать это сейчас, не так ли?

Специальные вопросы (Special questions)

Who is this man?	Кто этот человек?
What is he?	Кто он (по роду занятий)?
What are you good at?	Чем вы хорошо владеете?
Who keeps the house and cooks meals in your family?	Кто ведет хозяйство и готовит еду вашей семье?
Who do you help?	Кому вы помогаете?
What is the role of English among other foreign languages?	Какова роль английского языка среди других иностранных языков?
Where do you prefer to spend your summer vacation?	Где вы предпочитаете проводить ваш летний отпуск?
When does the academic year begin in our country?	Когда начинается учебный год в нашей стране?
Why is higher education important in the life of every country?	Почему высшее образование важно в жизни каждой страны?
How long does the course of study last at the university?	Как долго длится курс учебы в университете?
How do you usually spend your weekend?	Как вы обычно проводите свои выходные дни?

5. а) Преобразуйте следующие предложения в разделительные вопросы:

1. We are interested in your range of services. 2. People differ in the way they speak and listen to others. 3. This work is valuable for the contemporary documents it contains. 4. Many soldiers sacrifice their lives for the peace and life on the Earth.

б) Преобразуйте следующие предложения в альтернативные вопросы, используя слова и выражения в скобках:

1. The living conditions of the working people often go below (above) poverty line. 2. He goes abroad as a tourist (on business). 3. Pete works at a design office (to study at the University). 4. Lena likes to read for examinations alone (with her friends).

в) Задайте все возможные вопросы к следующим предложениям:

1. Countries export some products and import others because sometimes it is cheaper to buy than to produce. 2. Most of the pictures in magazine depend on their content. 3. The author of the book pictures the life of poor people with great realism. 4. A selfish person puts his (her) own interests first.

Простое прошедшее время (The Simple Past Tense)

Образование: V + ed; у нестандартных глаголов – 2-я форма

Утвердительная форма: They liked the work. Им нравилась работа.

Вопросительная форма: Did they like the work? Им нравилась работа?

Отрицательная форма: They did not like the work. Им не нравилась работа.

Примечание. Наречия и словосочетания, используемые с The Simple Past Tense: *yesterday, last week (month), a week ago, the other day, in 2004.*

Способы перевода The Simple Past Tense на русский язык

After graduating from the University of Cambridge James Maxwell lectured and made experiments there for two years.

После окончания университета в Кембридже Джеймс Максвелл читал лекции и проводил эксперименты там в течение двух лет.

The lecturer always helped the students to correct their mistakes.

Преподаватель (лектор) всегда помогал студентам исправлять их ошибки.

1. Преобразуйте следующие предложения, употребив The Simple Past Tense и соответствующие наречия и словосочетания там, где это необходимо:

Образец: The ballet company gives its first performance today. – The ballet company gave its first performance yesterday.

1. In his report he touches upon many questions. 2. It is difficult to say anything definite about the events that take place. 3. The doctor takes the news with his usual professional calm. 4. The Empire State Building is one of the main attractions of New York. 5. The destruction of nature gradually leads to the loss of the most essential element of existence, a healthy biological habitat. 6. She speaks English fluently. 7. Who knows the answer? No one does. 8. She puts sun-tan oil on her body to protect her skin from the sun. 9. Our group always works well in the students' construction team. 10. They work a lot in order to get a degree. 11. He looks sad because he is overworked.

2. Преобразуйте следующие предложения в вопросительные и отрицательные:

1. My friend was an attractive personality for me. 2. The ambassadors had a discussion on the peace treaty. 3. She rang to make an early order at the hairdresser's. 4. The students concentrated on the writer's central idea. 5. We put forward some new proposals. 6. He infected a rare disease when he was working in the hospital.

3. Раскройте скобки, употребив глаголы в The Simple Past Tense:

1. World War II (to bring) about a further weakening of Britain's might. 2. The communists considered that private ownership (to be) unfair and (to fight) for common ownership of land and property. 3. People thought that many years ago there (to be) neither rich, nor poor. 4. A spokeswoman (to say) there (to be) some disagreement over the agenda for the meeting. 5. Science (to improve) the living standards, communications, (to promote) contact between people and government, knowledge and culture, to make it possible to discover and develop new sources of energy, (to make) it possible to prolong man's life. 6. A U.S. decision to withdraw troops or missiles from Europe (to put) pressure on European leaders to strengthen their nations' defense. 7. The traffic lights (to turn) to green, and the cars (to drive) on. 8. The young soldier (to undertake) a dangerous mission across the desert, although he (to know) that he (may) be killed. 9. The polite boy (to give) the lady his seat in the bus. 10. The painter deeply (to feel) what he (to wish) to express and his brush (to transfer) these feelings to the canvas.

4. Переведите следующие предложения на английский язык:

1. Когда он услышал эту шутку, он громко расхохотался. 2. Том обеспечил меня всей необходимой информацией. 3. Я договорился о встрече с Джимом вчера вечером после работы, но он не появился. 4. В статье было несколько слов, которые я не поняла, поэтому я обратилась к словарю. 5. Он подтвердил то, что мы уже знали. 6. Так как он болел, он пропустил несколько лекций. 7. Я купил эту книгу на днях. 8. Только вчера он узнал тему своего доклада. 9. На прошлой неделе мы приняли участие в дискуссии по этой проблеме. 10. В прошлом году он ездил в Давос. Он сделал доклад о новых тенденциях в экономическом развитии России.

Способы перевода оборота used to / would

Last summer I <i>used to</i> get up early in the morning.	Прошлым летом я <i>обычно</i> вставал рано.
He <i>used to</i> be an excellent lecturer.	<i>Раньше</i> он был превосходным лектором.
Almost every weekend they <i>would</i> go to the picturesque suburbs of the city.	Почти каждые выходные они <i>обычно</i> выезжали в живописные окрестности города.

5. Переведите следующие предложения на русский язык:

1. The examination requirements put to the students are not so high as they *used to be*. 2. Britain *used to be* richly forested, but most of the forests were cut down to make more room for cultivation. 3. As a result of World War II great Britain was no longer the leading imperialist power it *used to be*. 4. Great Britain has lost its colonies which *used to* supply it with cheap raw materials. 5. Before men invented money they *used to* trade by exchanging goods.

Простое будущее время (The Simple Future Tense)

Образование: shall/will + V

Утвердительная форма: He *will come* tomorrow. Он придет завтра.

Вопросительная форма: *Will he come* tomorrow? Он придет завтра?

Отрицательная форма: He *won't come* tomorrow. Он завтра не придет.

Примечание. Наречия и словосочетания, употребляемые с The Simple Future Tense: *tomorrow, next week, in a couple of days, soon*. Глагол *shall* для образования будущего времени 1-го лица единственного и множественного числа выходит из употребления в современном английском языке.

Способы перевода the Simple Future Tense на русский язык

Hard work will always be a guarantee of success.

We shall begin our experiment next week.

Упорная работа всегда будет гарантией успеха.

Мы начнем наш эксперимент на следующей неделе.

1. Раскройте скобки, употребив глаголы в The Simple Future Tense:

1. He (to present) his research to his scientific supervisor for discussion in a month. 2. It is best to plan the approximate time for your assignments and the order in which you (to do) them. 3. Our state (to conclude) a great number of inter-governmental agreements and long-term contracts. 4. It is natural that the advent of minicomputers with extensive memories and possibilities (to lead) to a new higher level in information culture. 5. Knowledge is the most valuable wealth, and minicomputers (to help) us to make it accessible for everyone. 6. The student (to open) the file and (to skim) through the table of contents. 7. We (to hope) for the best.

2. Преобразуйте следующие предложения, употребив The Simple Future Tense:

1. Anyone who is late gets in trouble. 2. The amount of new materials the expedition collects, of course, depends not only upon the intensity of their work, but also on weather conditions. 3. There is no life without water. 4. In such dreadful weather one gets tired. 5. It is the reading of English books that helps the students to enlarge their vocabulary. 6. To sit down in the particular spot and at your regular time automatically leads you to assume a readiness for work. 7. The depletion of the ozone layer in the atmosphere raises the level of ultraviolet radiation to a dangerous limit.

3. Преобразуйте предложения, употребив эквиваленты модальных глаголов в The Simple Future Tense:

Образец: I can't waste so much time on nothing. – I shall be unable to waste so much time on nothing. We can settle this problem together. – We'll be able to settle this problem together.

1. They may take the value into account. 2. To ensure full satisfaction of society's needs one must first create an adequate economic potential. 3. The results have shown that some changes must be made in the political system of the country. 4. The system analyst must learn to distinguish between real problems and symptoms. 5. He can't proceed with his work unless you help him. 6. With the

advent of minicomputers we can organize educational process in the country's colleges and universities and also in the system of school education on a new bases. 7. These problems must be considered together. 8. He has to read this book quickly. I want it for my research. 9. We can correct the program. 10. There is no choice. You have to finish the work in time.

Грамматические особенности придаточных предложений времени и условия

He will help you <i>if</i> he is free.	Он поможет вам, <i>если</i> будет свободен.
He will help you <i>when</i> he is free.	Он поможет вам, <i>когда</i> будет свободен.
He will help you <i>as soon as</i> he is free.	Он поможет вам <i>как только</i> будет свободен.
He won't help you <i>till (until)</i> you start working yourself.	Он не будет помогать вам, <i>пока</i> вы сами не начнете работать.
He won't help you <i>unless</i> you ask him.	Он будет помогать вам, <i>только если</i> вы его об этом попросите.
He will be at home <i>before</i> you arrive.	Он будет дома <i>до</i> вашего прихода.
<i>Once</i> you are 18, you'll take part in the elections.	<i>Когда (если)</i> вам исполнится 18 лет, вы будете принимать участие в выборах.

Примечание. В придаточных предложениях времени и условия вместо The Simple Futurè употребляется The Simple Present Tense. Союзы *if* и *when* могут вводить не только придаточные предложения времени и условия, но и придаточные предложения дополнения. В последнем случае после них употребляется The Simple Future Tense. Например: I don't know *if (whether/when)* my friends will come.

4. Переведите следующие предложения на русский язык, обращая внимание на время глагола в придаточных предложениях условия, времени и дополнения:

1. If anybody is late, he or she will get in trouble. 2. Any doctor knows that if treatment begins within the first six hours or at least the first twenty four hours, a person will be well in two or three weeks. 3. When you study with eager interest, you will discover pleasure and fascination in what you study. 4. If you budget your day and then adhere to this program, you can eliminate half the effort and worry from your work. 5. You'll never speak English correctly unless you know grammar well. 6. I don't know if he will be able to learn anything. 7. If they don't have time, they won't go there, will they? 8. I can't say, if they will go there. 9. It's difficult to say when I will see him. But if I see him, I'll certainly speak to him.

5. Раскройте скобки, употребив необходимое по смыслу время глагола:

1. When the plant (to install) the new equipment it will raise its output. 2. If it not (to be) so late, I'll phone him. 3. He will revise these grammar rules before he (to start) doing the exercise. 4. The price of juice will increase providing a spring freeze (to destroy) at least half the orange crop. 5. If we (to have) an opportunity to go to Harward University, we (to do) our best not to miss it. 6. Education for all will only be effectively 'for all' when it (to become) the active concern of all. 7. If the book (to be) worth a more careful reading, the rapid survey (to be) most helpful in giving the essential ideas. 8. I don't know when she (to return) but when she (to return) I (to tell) her about this new work. 9. If the sunset (to be) red, it (to be) a sing that we (to have) a windy day tomorrow.

6. Заполните пропуски в следующих предложениях словами *when, it, once, until, unless, as soon as, before, after*:

1... the new information is got, we'll ring you up. 2. we look at the pages of our history, we'll see a lot of sad moments, connected with constant wars. 3. he wants to learn, nobody will be able to help him. 4. you see him you'll speak to him, I hope. 5. The editor-in-chief won't publish this material the journalist present some irrefutable data. 6. You have to be attentive ... you want to catch all he says. 7. Reference skills are necessary you become a student. 8. He can obtain all the facts... he studies the case thoroughly.

7. Переведите следующие предложения на английский язык:

1. Этот инженер проверит свою аппаратуру в лаборатории в следующем месяце. 2. Лекторы расскажут о последних работах в области радиоэлектроники. 3. Где ты проведешь это лето? 4. До тех пор, пока я не сдам экзамены, я буду здесь, в Москве. 5. Интересно, когда они сумеют найти эту ошибку, если ни ты, ни я не обратим их внимание на нее?

Способы перевода оборота *to be going to*

The sky is full of black clouds. It *is going to* rain.

She *is going to* have a difficult year.

I feel terrible. I *am going to be* sick.

They *are going to* spend their weekend in the picturesque suburbs.

Небо все в темных тучах. *Вот-вот* пойдет дождь.

Ей *предстоит* трудный год.

Я чувствую себя ужасно. Я *наверняка* заболею.

Они *собираются* провести выходные в живописных окрестностях города.

8. Переведите следующие предложения на русский язык:

1. The question which the students were going to raise at the meeting seems very important. 2. The registration of the participants is going to start two days before it begins. 3. The student is going to write a brief outline of the material to be discussed in the seminar. 4. The government is going to raise living standards of the population. 5. George is going to extract information from the article and to adapt it to his paper. 6. They are going to hold an International Conference on water pollution and environmental degradation in Moscow.

ДЛИТЕЛЬНЫЕ ВРЕМЕНА (THE CONTINUOUS TENSES)

Образование: to be + Participle I

Present Continuous: Am/is/ are + Participle I

Past Continuous: Was/were + Participle I

Future Continuous: Shall/will + be + Participle I

Характеристика действия: незаконченное, длящееся в момент речи или в определенный момент в настоящем, прошедшем или будущем непрерывное действие, носящее постоянный характер. The material and cultural level of the people is steadily rising.

Способы перевода *The Continuous Tenses* на русский язык

Where are the students? — Can't you see? They <i>are having</i> an interval between their lectures and <i>are talking</i> in the corridor.	Где студенты? — Разве ты не видишь? У них (сейчас) <i>перерыв</i> между лекциями, и они <i>разговаривают</i> в коридоре.
A group of scientists <i>is leaving</i> for London <i>tomorrow</i> and <i>coming back</i> on Saturday.	Группа ученых <i>завтра отбывает</i> в Лондон и <i>возвращается</i> в субботу.
They <i>will be moving</i> to a new flat <i>this month</i> .	Они <i>будут переезжать</i> в новую квартиру <i>в этом месяце</i> .
They <i>were still arguing</i> when I <i>entered</i> the room.	Они все еще <i>спорили</i> , когда я <i>вошел</i> в комнату.

1. Преобразуйте следующие предложения в вопросительные и отрицательные:

1. The expedition is returning next week. 2. Tom was preparing for a test for the whole evening. 3. She is talking to her old friend. 4. Teachers are discussing merits

and demerits of the new approach in language teaching. 5. I shall be waiting for you at the usual time. 6. This time next week I'll be on holiday. I'll probably be lying on a beautiful beach. 7. At the last lecture doctor Brown was encouraging the students to ask questions. 8. They will be making the experiment the whole day long. 9. The reaction was running smoothly.

2. Переведите следующие предложения на русский язык:

1. What he is working on will help us store ten times more information than we store on our files now. 2. The art of printing was making fast progress during the nineteenth century. 3. It was radio and TV that made it possible to talk with the first cosmonaut while he was orbiting the Earth. 4. Scientists of all countries are doing their best to find a cure for this mortal disease. 5. If you want to go to the cinema in Russia today you will have to face the problem to find a cinema in your locality which is still showing films and which has not been turned into a disco, bar or a furniture salon-shop.

3. Раскройте скобки, употребив The Simple или The Continuous Tenses:

1. I (to hang) on the telephone for half an hour and couldn't get you. 2. While I (to read) the article I (to learn) that the BBC radio provided a nation-wide broadcasting in Britain. 3. Current high energy prices and supply shortages (to hunt) U.S. consumers and businesses, as well as their prospects for continued economic growth. 4. What problem your department (to deal) with at present? 5. While he (to speak), he (to feel) that the interest and attention of the audience (to grow). 6. Look! It (to get) dark. It (to rain) in a minute. 7. They (not to go) on excursion with us. They (to have) a lecture at 2 o'clock. 8. If I (to sleep) when he (to come), please, wake me up. 9. As I (to go) out of the room, I (to collide) with someone who (to come) in. 10. Parents everywhere (to look) for ways of teaching responsibility to children.

4. В следующих предложениях замените выделенные формы The Present Continuous Tense на The Past Continuous Tense. Там, где необходимо, замените наречия и наречные сочетания:

1. I'm afraid I'm *talking up* too much of your time. 2. They *are building* a new hospital in our neighborhood. 3. I'm *looking* forward to seeing Ann again. 4. He *is trying* to learn a great amount of abbreviations. 5. They *are gradually getting* used to the Northern climate. 6. The economic situation in the country *is getting* worse and worse. The government ought to do something about it. 7. What *are you laughing* at? I don't understand what's funny. 8. While delivering his lecture he *is demonstrating* the table. 9. The discussion of the problem *is going on* from 2 till 3 o'clock.

5. Переведите следующие предложения на английский язык:

1. Автобус уже отправлялся, когда я подошел к остановке. 2. Было довольно поздно, и мы решили вернуться домой. 3. Пока мы шли домой, все время шел дождь и дул холодный ветер. 4. Студенты подружились, когда вместе путешествовали по Уралу летом. 5. Не приходите ко мне завтра, я буду готовиться к докладу. 6. Члены комиссии ждут вас в вашем кабинете. 7. Пока президент говорил, репортеры записывали каждое его слово. 8. Не волнуйся! Никто из них не заметит, как ты выйдешь из зала, так как все будут внимательно слушать доклад ректора.

ПЕРФЕКТНЫЕ ВРЕМЕНА (THE PERFECT TENSES)

Образование: to have + Participle II смыслового глагола (V₃)

Present Perfect: have, has + Participle II (V₃)

Past Perfect: had + Participle II (V₃)

Future Perfect: shall/will have + Participle II (V₃)

Примечания: 1. Perfect Tenses обозначают действие, которое совершилось к определенному моменту в настоящем, прошедшем или будущем и переводятся на русский язык глаголами совершенного вида.

2. Present Perfect употребляется с наречиями времени (*already, just, yet, ever, never, of late, lately, recently*) и со словами, выражающими еще не истекшие периоды времени (*today, this morning, this week, this month, this year*).

3. Present Perfect может употребляться для выражения действия, которое началось в прошлом и не закончилось к данному моменту, а все еще продолжается. Период действия обычно указывается с помощью слов *for* (в течение) или *since* (с тех пор, с тех пор как). В этом случае на русский язык переводится глаголом несовершенного вида: *I have lived here since 1980.* – Я живу здесь с 1980 года.

Способы перевода *The Present Perfect Tense* на русский язык

My friend *has just recovered* after a serious illness.

She *has already looked* through all the documents.

Have you *ever been* abroad?

I *have never been* abroad.

They *have been* friends since childhood.

He *hasn't spoken* to the dean yet.

Мой друг *только что поправился* после серьезной болезни.

Она *уже просмотрела* все документы.

Вы *когда-нибудь были* за границей?

Я *никогда не был* за границей.

Они *дружат с детства*.

Он *еще не разговаривал* с деканом.

1. Переведите следующие предложения на русский язык, обращая внимание на значение форм The Present Perfect Tense:

1. Since ancient times Nature has served Man being the source of his life. 2. I have always wanted to come to Europe, because my parents, my family came from Europe. 3. I see that the time has come to speak plainly. 4. People have led wars since the first states appeared. 5. Even if a man has managed to give up drugs, he will never recover completely. 6. Since the 19-th century both scientific research and its practical application have greatly progressed. 7. Foreign languages are socially demanded especially at present time when the progress in science and technology had led to an explosion of knowledge and has contributed to an overflow of information. 8. Have you noticed that people who cannot read or write usually have good memory? 9. He has just described his approach as an effective one. 10. No child has yet been in space, but lots of them dream of it. 11. Almost every society has had to devise a system of measuring time in order to fix dates for annual events such as seasonal or religious festivals. 12. There has never been any doubt about our readiness to negotiate with the Western powers including Britain.

2. Преобразуйте следующие предложения в вопросительные и отрицательные:

1. I've loved opera since I was a child. 2. The foreign policy of the developing countries has become visibly more active. 3. She has already realized she was wrong. 4. I have already appreciated his ideals. 5. He has just rejected our proposal.

3. Закончите следующие предложения:

1. I haven't seen you since... 2. We've been here for... 3. She hasn't spoken to me... 4. I haven't had the time to... 5. Nobody has written to me... 6. It has not rained... 7. Have you ever...

4. Раскройте скобки, употребив необходимое по смыслу наречие или наречное сочетание:

1. Many American families and businesses have (yet, already) felt the strain of rising prices and unreliable energy supplies. 2. He has not (ever, yet) learned this rule. 3. Cricket has (never, always) been popular in England. 4. I exercise my memory (every day, of late) by learning poems by heart. 5. This article has (never, now) attracted much attention. 6. Dave has (just, never) bought a new cassette. He has (just, never) seen it on sale before. 7. I don't think I (never, ever, just) enjoy television. 8. I prefer to get out and be among people. 9. She has explained it to him (twice, two days ago).

5. Раскройте скобки, употребив Present Perfect, Present Continuous, Past Continuous, Present Simple или Past Simple. Переведите предложения на русский язык:

1. This daily newspaper (to have) the largest circulation since last year. 2. The collection of news (to become) a highly organized business since the appearance of the first newspaper. 3. Peter already (to finish) the first chapter of his thesis and now he is writing the second one. 4. Windsor Castle (to be the home of kings and queens for nearly nine centuries) and is by far the oldest royal residence still in use. 5. I (to hear) of him ever since I was born. 6. Their family (to live) in this street since they got a new flat. 7. I (not to see) you for ages. So many things (to happen) since I saw you last. 8. Roller-skating (to become) popular in the past few years. Many young people (to admire) it now. 9. The lesson (not to begin) yet and the students (to talk) loudly in the corridor. 10. We (to learn) foreign languages in order to be able to benefit from what people in other countries (to write) and (to say). 11. The cost of living, which (to grow) considerably, is making it increasingly difficult to make ends meet.

6. Переведите следующие предложения на английский язык:

1. Радикальные изменения произошли в нашей стране с тех пор. 2. Он никогда не любил рок-музыку. 3. Он когда-нибудь показывал свои работы специалисту? 4. Он никогда никому не говорил об этом. 5. Она не может писать, потому что повредила палец. 6. Вы когда-нибудь пробовали тренировать свою память? 7. Он дважды прочитал документ. 8. Последнее время я редко встречаюсь со школьными друзьями. Мы все очень заняты. 9. То, что сделано и делается по защите окружающей среды, не может измеряться вчерашними стандартами.

7. Переведите следующие предложения на русский язык:

1. By the first of March the snow had quite gone. 2. Tom was sure he had never seen anything like that before. 3. She was free from her studies last month because she had passed all her exams ahead of schedule. 4. He thanked me for what I had done for him. 5. After she had heard the news, she hurried to see him. 6. By the beginning of the lecture the laboratory assistant had brought all the necessary diagrams. 7. Last Sunday I spent a few hours trying to solve an algebraic problem. I had never come across such problems before. 8. He refused to admit that he had deceived us. 9. – How did you do in the exam? – Better than anybody had expected. 10. No sooner had he finished his talk, than the students left the hall.

8. Преобразуйте два простых предложения в одно сложное, следуя образцу: *He looked through all the documents. Then he started writing his report. – After he had looked through all the documents, he started writing his report.*

1. I had a long talk with the man. Then I changed my opinion of him. 2. He read this reference books. Then he became more proficient in his subject. 3. They studied the properties of the materials. Then they began to use them in construction. 4. The planning engineer ordered the materials, the tool engineer designed the tools and the design engineer gave the specification on the drawings. Then finally production began. 5. Jack completed his course. Only then he realized that there was a lot of pressure over exams. 6. They presented the draft of the Program, then long debates took place.

9. Раскройте скобки, употребив The Past Perfect Tense или The Simple Past Tense:

1. The reporter (to interview) an outstanding politician before the press-conference (to begin) 2. As he (to lose) his way he (to ask) the policeman where to go. 3. It is difficult to say anything definite about the events that (to take place) long ago. 4. Graduation theses of these students (to be based) on material they (to accumulate) while working at the Student Design Bureau. 5. Michael Faraday (to gather) together and (to set) in order all the work of the scientists who (to work) on electrical problems before him. 6. The manager (to refuse) to employ him because he (to take part) in anti-government demonstrations. 7. The post man (to come) at half past seven the day before yesterday. 8. I (to see) my friend in the street last week. Just think! Until I (to see) him last week, I (not to see) him for ten years! He (to say) he (to come) to Moscow a year before. Until he (to come) to Moscow he (to work) somewhere in the Far East. 9. After the awful hardships that she (to know) nothing (to seem) difficult. 10. He regretted the mistake he (to make), but he (to refuse) to apologize. 11. By three o'clock yesterday they (to arrange) everything for the experiment.

10. Переведите следующие предложения на английский язык:

1. Они не прошли и двух километров, как началась гроза. 2. После того как мои друзья съездили на Кавказ, они решили путешествовать по морю. 3. Ему было очень стыдно за то, что он сделал. 4. Только после того, как она проверила этот новый метод, она поняла, что он очень эффективен. 5. Она не могла вспомнить, где она раньше встречала этого человека. 6. Не успел докладчик ответить на один вопрос, как последовал другой. 7. Когда студент пришел в университет, он вдруг вспомнил, что забыл зачетную книжку дома.

11. Переведите следующие предложения на русский язык, обращая внимание на выделенные временные формы.

1. We are going to travel a lot in summer, but we *shall have certainly come back* by the beginning of the academic year. 2. By the time you get to the airport the plane *will have taken off*. 3. How time flies! Next September I *shall have studied* at the University for exactly three years. 4. Next August Mr. and Mrs. Hopkins *will have been married* for twelve years. 5. By the end of next June my group-mates and I *will have passed* the finals. 6. They *will have got* their school leaving certificates by that time. 7. Some scientists warn that people *will have exhausted* world reserves of many deposits by the end of this century. 8. They hope that by this some other effective source of energy *will have been discovered*. 9. *Will he have seen* anything of London by the weekend?

12. Раскройте скобки, используя The Simple Future Tense или The Future Perfect Tense:

1. You (to pack) all the things by the time the taxi comes? 2. By this time next year most students (to leave) school and (to return) home. 3. We are making good progress. If we go on like this, we (to polish) all the examination questions by the end of the day. 4. By the middle of the 21-st century the population of the world (to double). 5. I wouldn't recommend you to take up this profession. It (to become) unnecessary by the time you (to be) 35. 6. Some scientists claim that present rate of increase in air travel cannot continue. There (to have to) be fewer flights. 7. The conference (to open) on Wednesday, 15 February, at 10 a.m. The registration of participants (to finish) by 16 p.m. the previous day. All participants (to inform) on the session activities by that time.

13. Закончите следующие предложения:

1. By this time tomorrow he... 2. I'll surely have seen enough of them before they... 3. Long before you get back I... 4. Before the next term begins she... 5. By next year the government...

14. Переведите следующие предложения на английский язык:

1. Они проведут опыт до того, как профессор придет. 2. Какой процент исследования вы проведете до конца года? 3. Она уедет домой, как только закончит свою работу здесь. 4. Надеюсь, что когда я вернусь, вы уже закончите свой спор. 5. Я полагаю, что к концу переговоров мы придем к соглашению (to arrive at an agreement). 6. Студенты узнают результаты письменного экзамена к трем часам завтра.

ПЕРФЕКТНО-ДЛИТЕЛЬНЫЕ ВРЕМЕНА (THE PERFECT CONTINUOUS TENSES)

Образование: to have been + Participle I смыслового глагола

Способы перевода The Perfect Continuous Tenses на русский язык

It has been raining since early morning.	Дождь идет с раннего утра.
She has been working hard all this month.	Весь этот месяц она напряженно работает.
Since when (how long) had she been waiting for you when you came?	С какого (сколько) времени она ждала вас, когда вы пришли?
By the end of August we shall have been living here for 10 years.	В конце августа будет 10 лет, как мы живем здесь.

1. Составьте утвердительные и вопросительные предложения, употребив The Present Perfect Continuous Tense:

Образец: to write: They...an essay for three hours. a) They have been writing an essay for three hours. b) Have they been writing an essay for three hours?

1. *To look for:* He a job since the beginning of the year. 2. *To ache:* Her tooth since Saturday. 3. *To function:* The automatic lines manufacturing calculating machines for a number of years. 4. *To go in for:* He body-building for three months. 5. *To ring:* The telephone for 10 minutes. 6. *To serve:* My cousin in the army since he was 18. 7. *To apply:* They ... new methods of research since 1990.

2. Задайте вопросы, используя выражения *how long, since when*:

1. He has been working hard recently. 2. He bought his car in 1994 and has been driving it (ever) since. He is very good at it, I think. 3. I have been asking you hundreds of times not to take my things. 4. She had been learning English for 5 years before she went abroad. 5. This man has been working here as an engineer since last year. 6. The tourists had been waiting for half an hour when the bus finally came.

3. Переведите следующие предложения на английский язык, употребив The Perfect Continuous Tense:

1. Когда я вошел в комнату, они обсуждали эти новости больше часа. 2. Она печатает документы уже целый час, но еще не закончила их печатать. 3. Они обсуждают повестку дня (agenda) конференции уже три часа. 4. Они эмигрировали в Австралию в 1985 году и живут там с тех самых пор. 5. ' Что

вы делаете здесь?’ – ‘Жду мистера Смита.’ – ‘Давно вы его ждете?’ – ‘Нет, я только что пришел.’ 6. ‘Вы умеете водить машину, не так ли?’ – ‘Да, конечно.’

4. Раскройте скобки, используя The Perfect или The Perfect Continuous Tense.

1. There was a smell of cigarettes when I entered the room. Somebody (to smoke). 2. He (to be unable) to wake up on the morning because he (to prepare) for the examination till midnight. 3. He felt very tired when he came home as he (to repair) his car all day. 4. Bob and Alice are married. They got married exactly 20 years ago. They (to be married) for 20 years. 5. We (to walk) along the road for about 20 minutes when a car stopped and the driver offered us a lift. 6. By the end of the First World War Charlie Chaplin (to acquire) the world fame. 7. He always (to be) an ambitious man. 8. Professor Baker (to teach) chemistry for forty years before he retires. 9. The work was boring and the office was depressing. By the end of the first week she (to have) enough of it. 10. I always (to see) myself as a fairly average, ordinary person. No worse and no better than other people. 11. Ever since the days of Freud, psychologists (to know) the healing power of words. 12. He always (to be) an ambitious man. 13. We (to know) each other since we were at school.

МОДАЛЬНЫЕ ГЛАГОЛЫ (MODAL VERBS)

Can (could) – уметь, мочь, можно. Выражает физическую и интеллектуальную способность, разрешение, возможность.

May (might) – может, возможно. Выражает просьбу (в вопросительных предложениях), разрешение (в утвердительных предложениях), возможность, вероятность совершения действия.

Must – должен. Выражает долг, необходимость, обязанность; в отрицательной форме – запрещение.

Should – следует. Выражает совет, пожелание совершить или не совершить действие.

Ought to – следует. Выражает совет, пожелание, напоминание, порицание, неодобрение.

Модальные выражения (Modal Phrases)

To have to (must) – приходится, должен (в силу обстоятельств), обязан.

To be to (must) – должен (в силу договоренности, плана, расписания).

To be able to (can/could) – мочь, быть в состоянии.

To be allowed to (may/might) – иметь разрешение, позволение.

1. Сгруппируйте глаголы и выражения, близкие по значению:

To be to, must, can, should, might, to be allowed, may, to have to, could, ought to, to be able to.

2. Заполните пропуски модальными глаголами и выражениями. Переведите на русский язык:

1. We... to help each other (должны – моральный долг). 2. Some kinds of trees live in the soil that is very acidic (не могут). 3. Children are so vulnerable and tender that a word chosen incorrectly.... hurt them (может). 4. It to smoke here (не разрешается). 5. What the government and do is the subject of lively debate both within the field of economics and in the country as large (может)(должно). 6. It is important to read the preface because the writer...indicate the purpose of the book in it or he...give information that will help the reader (может). 7. One have courage to defend one's point of view and to speak and write the truth about the facts and events going on around (должен).

3. Заполните пропуски, используя *must, to have to, to be to*:

1. If people want to stay healthy, they ... eat well and watch their waistlines. 2. If you want to visit Mexico or Argentina you...go to Moscow to get a visa. 3. When you've got your luggage, you ...go through customs. 4. A journalist keep his knowledge constantly up to date by reading newspapers and magazines. 5. She...to give up her job because she...look after her baby. 6. One...read the instructions carefully to do this work properly. 7. The majority of Russian cities to have a Kremlin in the middle of them. 8. 'What's the telegram about?' Mary asked... 'I'm afraid it means we... go back to town at once' 9. The roads were slippery and Peter Dobs drive carefully. 10. Special techniques to be advised for solving the problem. 11. Bad news ... be broken gently and good news at once. 12. The women not...to take their tea breaks until their manager had left.

4. Переведите следующие предложения на английский язык:

1. Ему разрешили опубликовать его статью в центральной газете. 2. Вы сможете принести мне экземпляр газеты 'The Times' 3. Можно легко понять, почему статьи этого журналиста так популярны. 4. Война не может и не должна служить средством решения международных споров. 5. Я смогу зайти к вам через час. 6. Тебе следует быть с ним более вежливым. 7. Он был не прав. Ему пришлось согласиться с нами. 8. Лифт не работал, и мы вынуждены были идти наверх пешком. 9. Она должна прийти после четырех. 10. Они сумели самостоятельно отремонтировать квартиру.

5. Преобразуйте предложения, пользуясь образцом: *He works too much. – He shouldn't work too (so) much.*

1. Your friend is always coughing because he smokes too much. 2. She doesn't use new information on the problem. 3. My twelve-year-old daughter reads very little. I can't make her read more. 4. People do not always express their ideas clearly. 5. You give few examples proving your point of view. 6. They are discussing the project too long. 7. The lecturer doesn't remember the names of his students. 8. As a rule you waste a lot of time. 9. The driver in front stopped suddenly without warning and you drove into the back of his car. It wasn't your fault. 10. He usually goes to bed so late. 11. You often miss your classes. 12. Edward advises me not to drive at such a speed.

6. Преобразуйте следующие предложения, употребив форму прошедшего времени модального глагола или соответствующий заместитель:

Образец: We must do as we are told. – We had to do as we were told; We can help him. – We could help him.

1. Some industries have to pay higher wages to attract the extra labor. 2. The available data are not sufficient, but we must come to a decision. 3. This scientist may investigate new means of production. 4. Large and complicated projects of new technologies can well be handled by institute researchers working on practical applications. 5. She may use this new device for testing her design.

7. Переведите следующие предложения на русский язык, обращая внимание на значение модальных глаголов и выражений:

1. If we can't have everything we would like, we must choose which things we want most. 2. In order to increase productivity the producers should reorganize the work process. 3. When we talk to other people we should not make them think that we are too sure of ourselves. 4. In every economy societies and individuals have to make these three key choices (what to produce, how and for whom) in the face of scarcity. 5. Complete economic freedom might create great difficulties. 6. To be able to trade with distant countries merchants had to know the way of life and the character of the people there.

8. Раскройте скобки, выбрав нужный модальный глагол или модальное выражение. Переведите на русский язык:

1. I deeply regret that I (can't, may not) accept your invitation. 2. There are three things you (should, must) remember when you travel: relax, sleep and eat well. 3. For

socialization a person (may, has to) assimilate a great amount of new information. 4. Socialization (may, has to) inhibit (подавлять) personal development. 5. For the past four years government officials have hinted that regions' oil and gas revenues (should, must) be divided among all regions. 6. Illiteracy has significantly diminished in relative terms and (should, ought to) continue to decline. 7. The majority of college graduates in the USA (are, have to) apply to public and private employment agencies to get any job, which is not an easy thing.

9. Заполните пропуски глаголами *should* и *would*. Переведите предложения на русский язык, следуя образцу:

Образец: You should listen to his advice. – Вам следует прислушаться к его советам. John told his story to whoever would listen. – Джон рассказывал свою историю всем, кто хотел слушать.

1. If you feel ill, you go to bed. 2. You not have too much hand luggage. 3. You ... not wear your seat belt all the time. You can take it off. But you ... wear it at take off and landing. 4. One remember that the Monarchy in Britain is constitutional. 5. In their publications journalists truthfully depict the life and aspirations of the people, political and economic problems facing our country and other countries of the world.

Способы перевода модальных глаголов *can/may/must* на русский язык

They <i>can / may (might)</i> return tomorrow.	Они, возможно, вернутся завтра.
He <i>can / may (might)</i> be taking his exam now.	Возможно, он сейчас сдает экзамен.
She <i>can / may (might)</i> have changed her plans.	Она, может быть, уже изменила свои планы.
He <i>can / may (might)</i> have been taking his exam.	Вероятно, он сдавал экзамен.
You <i>must</i> be tired after your work.	Вы, должно быть (вероятно), устали после работы.
She <i>must</i> be clever.	По всей видимости, она умна.
He <i>must</i> be taking his exam now.	Он, должно быть (наверняка), сдает экзамен сейчас.
She <i>must</i> have changed her plans.	Она, должно быть, изменила свои планы.
He <i>must</i> have been taking his exam for a long time.	По всей вероятности, он долго сдает экзамен (он давно уже на экзамене).

10. Переведите следующие предложения, учитывая разные значения глагола *may*:

1. If we don't make an attempt to stop acid rains, we may never see some animals again. 2. Of course a miracle may happen and you may be a great painter, but the chances are a million to one against it. 3. She may (might) have been waiting for you for a long time. 4. We are going there too... We might meet. 5. He might at least have had the decency not to read it. 6. A bird may be known by its song. 7. It's a pity, he's away. He might throw some light on the matter. 8. The law states that heavy goods delivery vehicles may not carry loads of more than fifteen tons. 9. He might have made this suggestion before, but it passed unnoticed. 10. Expanding industries may have to pay higher wages to attract the extra labor that they require.

11. Раскройте скобки, используя необходимую форму инфинитива:

1. He may not (to hear) the news. He looks as if nothing has happened. 2. That story may (to be) true, but I don't believe it. 3. If you don't make every effort to help him, he may never (to succeed). 4. Harry has a good ear for music. He could (to be) a very good musician if he wanted to. 5. What a pity we had no camera. We could (to make) a very good film.

12. Переведите предложения на русский язык, учитывая различные значения глагола *must*:

1. He must have repaired the motor. 2. He must have been right. 3. I must have met that man somewhere. 4. This effect must have caused change in the atomic structure. 5. Fred must be working independently. I don't think anyone is helping him. 6. Walter must have failed to find a more convincing argument. 7. They look bored. The secretary must have kept them waiting for a long time. 8. They must be having a hot discussion in the next room. They are making so much noise that I can't concentrate on my work. 9. She looks sad. She must have some problems.

13. Выберите необходимую по смыслу форму инфинитива и переведите полученные пары предложений на русский язык:

1. He has changed his mind. He must a) have noticed that we did not share his opinion, b) notice that we don't share his opinion. 2. I know that he works a lot. He must (to be) a good pupil. He must (to work) at the library now. 3. He does not want to go to the cinema with us. He must (to see) the film. He must (to plan) to go on an excursion since Monday. 4. The audience is applauding. His speech must a) have made a strong impression, b) make a strong impression.

14. Переведите следующие предложения на английский язык:

1. Он, может быть, придет завтра. 2. Они, возможно, написали сочинение вчера. 3. Эта девушка, должно быть, приехала из Лондона. 4. Он, должно быть, не знал этого. 5. Вопрос, вероятно, был задан из любопытства. 6. Эксперимент, должно быть, закончен.

Способы перевода отрицаний с модальными глаголами can/could(not), may/might(not) на русский язык

He *may not be* in his office.

| *Может быть, он не в офисе.*

He *cannot/couldn't have said* it.

| *Не может быть, чтобы он сказал это.*

He *may/might not have said* it.

| *Возможно, он не сказал это.*

15. Переведите следующие предложения на русский язык:

1. He cannot (couldn't) have made such a mistake. 2. They may not have relied on his help. 3. He can't (couldn't) have done it himself. 4. He can't have been working since morning. 5. He can't have failed to get tickets.

16. Преобразуйте предложения, используя модальные глаголы:

1. It is most probable that there is a mistake in their calculation (must). 2. He is able to manage this work (can). 3. The strike has ended. The sides have probably resorted to compromise (may). 4. I see that you know all the facts. Obviously, you have studied the situation (must). 5. I'm not sure whether I can lend you any money. I have not enough (may).

Способы перевода модальных глаголов should/ought to с перфектным инфинитивом на русский язык

You *should (ought to) have done* this part of work yesterday.

| *Вам следовало (следовало бы, вы должны были бы) сделать эту часть работы вчера.*

You *shouldn't (oughtn't to) have taken* part in that action.

| *Вам не следовало (вы не должны были) принимать участие в этой акции.*

Why *should (ought) I (to) have said* it.

| *С чего бы (с какой стати) я стал это говорить.*

17. Переведите следующие предложения на русский язык, обращая внимание на сочетание модальных глаголов *should* и *ought to* с перфектным инфинитивом:

1. She should have said something in conclusion. 2. They oughtn't to have discussed such things in public. 3. She shouldn't have been listening to our conversation. It was private. 4. They ought to have opposed that proposal.

18. Переведите следующие предложения на русский язык:

1. The negotiations were to have taken place in January. 2. Harold was to have carried out the experiment himself. 3. The things were to have been delivered in the morning. 4. The program was to have been shown a few days ago.

СОГЛАСОВАНИЕ ВРЕМЕН (SEQUENCE OF TENSES)

Главное предложение	Придаточное предложение	Перевод придаточного	Условия употребления
Past Simple <i>We knew</i> Мы знали, <i>We knew</i> Мы знали,	Past Simple Past Continuous <i>that he worked hard.</i> что он много работал. <i>that he was working hard.</i> что он много работает сейчас.	Настоящим временем	Действие, обозначенное в обоих предложениях, совершается одновременно
Past Simple <i>We knew</i> Мы знали, <i>We knew</i> Мы знали,	Past Perfect Past Perfect Continuous <i>that he had worked hard.</i> что он много работал. <i>that he had been working hard all this week.</i> что он много работал всю эту неделю.	Прошедшим временем	Действие, названное в придаточном предложении <i>предшествует</i> действию главного
Past Simple <i>We knew</i> Мы знали,	Future-in-the Past <i>that he would work hard tomorrow.</i> что он будет много работать завтра.	Будущим временем	В придаточном предложении речь идет о будущем времени

Исключения: Согласование времен не наблюдается: 1) если в придаточном предложении излагается общеизвестный факт: *He said that the 22-nd of December is the shortest day of the year.* – Он сказал, что 22 декабря самый короткий день в году. *I told her that she should consult a doctor.* – Я сказал ей, что ей *надо посоветоваться* с доктором; 2) если в придаточном предложении в состав сказуемого входят модальные глаголы *must, should, ought*: *I said that you must do it as soon as possible.* – Я сказал, что вы *должны сделать* это как можно скорее.

1. Преобразуйте следующие предложения, употребив необходимую форму прошедшего времени:

1. The communists consider that private ownership is unfair and fight for common ownership of land and property. 2. He says that he has already begun to write his course paper. 3. Many experts can't decide whether so much TV is harmful to the individual's health and mental activity or not. 4. Specialists don't know if it is possible to continue modernizing the electronic equipment of this kind — the costs are too high.

2. Раскройте скобки, поставив глагол в соответствующее время:

1. I was sure that he (to receive) a new issue of the magazine the day before yesterday. 2. The editor thought that we (to collect) material for the article at that moment. 3. He says that the great expansion of mass media (to intensify) the demand for skilled journalists soon. 4. We did not know whether the development of television (to continue) during the war. 5. There appeared some reports that we (to have) technical means to use much more channels on a TV set and we (can) see many sports and news programs from all parts of the world soon. 6. He said that he (to be) to Geneva the year before and he (to go) there again the next year. 7. It became known that Japanese specialists (to start) their work when nobody else in the world (to think) how to improve TV. 8. Did he tell you that he (to take part) in the conference last year? 9. Just imagine, he said that he (to meet) an old friend of ours. 10. He said that he already (to have) a son.

3. Раскройте скобки, употребляя Future-in-the-Past:

1. Napoleon hoped that after he had captured Moscow the Russians (to beg) peace, but this did not happen. 2. The resolution stated that the government (to establish) control over shipping and railways. 3. One day he said to his mother that he (to go) to New-York to try his fortune. 4. For a long time people believed that some day all people (to become) equal and free, that no one ever (to suffer). 5. You did really well, and I thought you (to rise) to the very top. 6. You warned me that I (to be sorry) if I (to buy) an old car, and you were dead right. I've paid a fortune in

repairs. 7. There appeared some reports that we (to have) technical means to use much more channels on a TV set and we (to be able) to see many sports and news programs from all parts of the world soon. 8. He said that he (to stay) in London for a month. 9. In the 1950s everyone thought that the highest production rate of energy (not to come) before he end of the century. 10. The head of the department informed us that there (to be) important changes in the curriculum.

4. Переведите следующие предложения на английский язык:

1. Люди думали, что много лет назад не было ни богатых, ни бедных. 2. Я был уверен, что им дадут эту работу. 3. Он был рад, что его курсовая работа связана с такими интересными документами. 4. Она обещала, что не повторит этой ошибки. 5. Я не знала, что вы изменили свои планы. 6. Он считал, что сделал для них все возможное.

Косвенная речь (Reported speech)

The young scientist said, 'I <i>won't</i> support this idea'.	He said (told / informed / announced) that he <i>would not</i> support that idea.
She said, 'The problem is that we haven't delivered the necessary goods'	She <i>explained</i> what the problem was.
He said, 'Whatever you say I'm right'	He <i>insisted</i> that he was right.

5. Переведите следующие предложения из прямой речи в косвенную, пользуясь грамматическим материалом, данным выше:

1. 'I can't go on treating you because you don't obey my orders', said the doctor to the patient. 2. He said, 'I'll join you as soon as I pass my exams' 3. The chairperson said, 'We shall put off the discussion of this issue till tomorrow' 4. She said, 'Many good actors will star in this film' 5. When I came up to her she was angry and said, 'I have been waiting for you for half an hour!'

6. Переведите следующие предложения на английский язык:

1. Она сказала, что она была занята. 2. Председатель объявил, что перерыва между заседаниями не будет. 3. Она объяснила нам, каковы будут условия этой экспедиции. 4. Он сказал, что никогда не забудет этот вечер. 5. Студент сказал, что он уже выбрал тему для курсовой работы. 6. Мой научный руководитель сказал, что не понимает, почему я задерживаю отчет о проделанной работе.

Косвенные вопросы (Indirect questions)

Если прямая речь является вопросом, при обращении в косвенную речь она становится придаточным предложением, в котором сохраняется прямой порядок слов (утвердительного предложения) и соблюдается правило согласования времен. Глагол *to say* в главном предложении заменяется глаголом *to ask*. Общие вопросы вводятся союзами *if, whether*, имеющими значение частицы «ли».

'Are you ready yet?' asked John.

'Вы уже готовы?' спросил Джон.

John asked me *if (whether)* I was ready.

Джон спросил меня, готова ли я.

Специальные вопросы вводятся тем же вопросительным словом, с которого начинается прямая речь. Прямой порядок слов и согласование времен строго соблюдаются.

He asked, '*What are you doing?*'

Он спросил: 'Что ты делаешь?'

He asked me *what* I was doing.

Он спросил меня, что я делаю.

He asked, '*When shall we meet again?*'

Он спросил: 'Когда мы встретимся снова?'

He asked me *when* we should meet again.

Он спросил меня, когда мы встретимся снова.

7. Составьте косвенные вопросы, используя глаголы: *to ask, to want, to know, to wonder*.

Образец: 'When did you send the telegram?' – He wondered when I had sent the telegram.

1. Why have you been nervous and worried recently? 2. How old are your parents? 3. Why don't you stay any longer here? 4. How long will it take you to come over? 5. Where could I buy some postcards or envelopes? 6. Who was responsible for all that noise last night? 7. Do you know anyone who could be interested in buying an old car? 8. Why are you always so jealous of other people? 9. Who designed this palace? 10. Why are you in such a hurry?

8. Переведите следующие предложения на английский язык:

1. Он не мог вспомнить, куда положил свою записную книжку. 2. Ситуация в стране заставила меня задуматься о том, что нас ждет в будущем. 3. Мы

спросили его, разделяет ли он нашу точку зрения. 4. Участники конференции спросили, когда закончится первое заседание. 5. Секретарь объявил, что оно закончится к двум часам.

Просьбы, советы, обещания, приказания (Requests, advises, promises, commands)

Прямая речь, выражающая побуждения, просьбы и приказания, в косвенной речи передается простым предложением с инфинитивом с частицей 'to'. Глагол *to say* заменяется, в зависимости от смысла высказывания, глаголами *to order* (приказывать), *to tell* (велеть), *to ask* (спросить).

He said to us, 'Go there at once'

He *asked* us to go there at once.

Bill said, 'Don't take this job'

Bill *advised* me not to take this job.

I told my sister, 'Don't take my books'

I *ordered* my sister not to take my books.

The lecturer said to the student, 'Read this sentence again, please'

The lecturer *told (asked)* the student to read the sentence again.

'I'll pass all my exams successfully', the daughter said to her parents.

The daughter *promised* her parents to pass her exams successfully.

9. Переведите следующие предложения из прямой речи в косвенную (в просьбы, советы или приказания):

1. 'Avoid thinking about things you don't understand', said the doctor to the patient. 2. The scientific supervisor said to the postgraduate, 'you must explain the meaning of this term' 3. The head of the department said to the lecturers, 'Don't be late to the meeting of the staff' 4. The policeman shouted to the demonstrators, 'Disperse!' 5. The head of the expedition said to us, 'We'll make an early start. Be ready by seven' 6. The chairperson said, 'We shall put off the discussion of this issue till tomorrow' 7. She asked me, 'What book are you reading now?'

10. Переведите следующие предложения с модальными глаголами из прямой речи в косвенную:

1. The doctor said to his patient: 'The illness has to be allowed to take its course' 2. Jill said to Jack, 'You needn't shout. I can hear you quite clearly' 3. The teacher was not pleased with Alice's essay and said to her, 'You have to improve it'. 4. The dean said to one of the students, 'You must not break the rules!'

СТРАДАТЕЛЬНЫЙ ЗАЛОГ (THE PASSIVE VOICE)

Образование: To be + Participle II (V₃)

<i>Tense</i>	<i>Indefinite</i>	<i>Continuous</i>	<i>Perfect</i>
<i>Present</i>	Am /is/are asked I am asked Меня спрашивают сейчас	Am/is/are being asked I am being asked Меня спрашивают сейчас	Have/has been asked I have been asked Меня спросили
<i>Past</i>	Was/were asked I was asked Меня спросили	Was/were being asked I was being asked Меня спрашивали	Had been asked I had been asked Меня спросили (спрашивали)
<i>Future</i>	Shall/will be asked I shall /would be asked Меня спросят (будут спрашивать)	—	Shall/ will have been asked I shall/ will have been asked Меня спросят
<i>Future- in- the Past</i>	Should/would be asked I should/would be asked Меня спросят	—	Should / would have been asked I should / would have been asked Меня спросят

1. Переведите предложения на русский язык. Назовите время глагола:

1. Nature is very carefully balanced and if this balance is disturbed, animals can disappear alarmingly fast. 2. Will all those who have failed be expelled from the university? 3. He knew he was being followed. 4. The project is being changed. Something is being added to it. 5. People should realize that free cheese is found only in a mousetrap. 6. Little thieves are caught but great ones escape. starts. 7. The War conflicts are taking place in the world now, some of them are unleashed by the NATO states. 8. Foreign languages are needed as the main and the most efficient means of information exchange of the people of our planet.

2. Преобразуйте следующие предложения в вопросительные и отрицательные:

1. He was educated at Oxford. 2. I was told about it in time. 3. The question of establishing a system of collective security has been raised. 4. The meal is being

cooked. 5. They were asked to make final conclusions. 6. The papers have been torn up and thrown away. 7. Different sources have in many cases been used in publications. 8. We have made a very important decision.

3. Преобразуйте следующие предложения, употребив глагол в страдательном залоге.

Образец: Nobody heard the sound. – The sound was not heard.

1. They are building a new hospital in our neighborhood. 2. The hunter killed the snake with a stone. 3. They will send a message of congratulations to him when he arrives. 4. Many newspapers describe the hard situation in details. 5. In Great Britain parents often treat children as grown-ups. 6. The teacher involved all the group in the discussion. 7. That means greater opportunities for all. 8. The largest concerns were earning the super-profits.

4. Переведите следующие предложения с модальными глаголами на русский язык.

Образец: This result can be improved. – Этот результат можно улучшить. These mistakes must be corrected. – Эти ошибки нужно исправить. This cannot be done. – Этого нельзя делать.

1. Unfortunately, no details can be given because it's confidential. 2. The problem is to be examined very carefully. 3. To solve the problem a lot of experiment must be done. 4. Her attention may be attracted by your announcement. 5. Can I be fit for this? 6. The book taken from the library must be returned in time. 7. These articles can be translated without a dictionary. 8. According to the law of conservation of matter, matter can be neither created nor destroyed. 9. Some stores of energy such as coal and oil can never be replaced by us when once used up. 10. Care must be taken in using new computer programs.

5. Переведите следующие предложения на русский язык, обращая внимание на выделенные глаголы:

1. In English grammatical meaning *is largely determined* by word order. 2. Most productive resources *are owned* by private individuals as households or through business they own. 3. In building houses man *is helped* by numerous electric machines. 4. They *will be examined* tomorrow. 5. That this development was comparatively late *is shown* by several facts. 6. The project *is being changed*. Something *is being added* to it. 7. Don't bother. The articles *have been translated* and some of them *have been published*. 8. He was greatly *influenced* by other people's opinions. 9. The summit meeting *was followed* by a press-conference.

6. Переведите следующие предложения на русский язык, обращая внимание на место выделенных обстоятельств:

1. Foreigners are *usually* shown interesting historical places. 2. Today the essential link between education, development and poverty-reduction is *universally* recognized. 3. They have *just* been given a few interesting and important examples. 4. The light microscope has been *considerably* improved since it was first designed in the early 17-th century. 5. Antibiotics have been *widely* used in clinical practice for about thirty years ago. 6. Strength of materials must be *thoroughly* studied by the students of technical institutes. 7. The largest airplane ever designed for commercial service is *already* being built. 8. Today the notion of literacy is *no longer* restricted to reading, writing and numeracy: education must also offer access to skills and know-how that enable the individual to take his or her place in society.

7. Преобразуйте следующие предложения, употребив глаголы в страдательном залоге. Дайте два варианта предложений:

Образец: They sent him a copy of the letter: a) A copy of the letter was sent to him; b) He was sent a copy of the letter.

1. Usually a lab assistant shows the equipment to the students. 2. The U.S. Government gave him the patent for this invention. 3. The employers usually pay different amounts of money to men and women. 4. They will send a message of congratulations to him when he arrives. 5. The specialist installed a new expensive printer in our laboratory.

8. Преобразуйте следующие предложения.

Образец: People say that he is a very talented scientist. *It is said* (that) he is a very talented scientist.

1. Everybody knows that education is founded on four pillars: learning to know, learning to do, learning to be and learning to live together. 2. Our correspondent reports that union leaders have agreed on joint actions. 3. Some people believe that nowadays it is not wise to save money. 4. The government department of education claims that the school reform will bring the curriculum in line with technology and culture. 5. Some people consider that taxes on income are too high.

9. Переведите следующие предложения на русский язык:

1. Wars in different times and in different countries, except just ones, were waged with the purpose of conquering other lands and peoples, with making profits on the resources of oppressed nations. 2. Since World War II a lot has been done by

peace-loving nations to save the world from a new global catastrophe. 3. Young specialists are assisted in selecting research topics. 4. One link is broken, the whole chain is broken. 5. Though the question was discussed for a long time, no decision was taken. 6. The girl whose report at the seminar was highly appreciated will be excused from taking a credit-test this term. 7. Any profits that are made are paid to the government. 8. His behavior was disapproved by all his friends. 9. The development in all fields of science and technology has always been marked by a desire to advance man's potentialities in all directions. 10. Many new service centers are being built in our country now. 11. What new designs will have been suggested by stylists by the beginning of the next decade?

10. Переведите следующие предложения на английский язык:

1. Говорят, что прием студентов в вузы будет увеличен. 2. Ожидают, что стипендии студентов возрастут. 3. За встречей в Женеве последовал ряд мирных инициатив.

Способы перевода пассивных конструкций с предлогами на русский язык

This problem *was not spoken of*.

This lecturer *is always listened to* with great interest.

The letter *was answered*.

Об этой проблеме *не говорили*.

Этого лектора всегда *слушают* с огромным интересом.

На письмо *ответили*.

11. Проверьте значение данных ниже сочетаний «*глагол + предлог*» по словарю. Придумайте предложения, употребляя эти сочетания в страдательном залоге:

a) to agree upon, to arrive at, to consent to, to deal with, to depend on (upon), to dispense with, to do away with, to insist on (upon), to laugh at, to listen to, to look at, to look after, to meet with, to refer to, to resort to, to rely on (upon), to send for, to speak (talk) of (about), to think of.

b) to account for, to approve of, to bring about, to comment on, to be confronted with, to be faced with, to touch upon.

c) to answer, to follow, to affect, to influence.

12. Переведите следующие предложения на русский язык, обращая внимание на сочетания «*глагол + предлог*»:

1. This book is often referred to. 2. The photographs of the young correspondent were not taken notice of by the visitors of the exhibition. 3. What was the rest of the money spent on? 4. Don't you realize that you are being laughed at? 5. I was told that

the doctor had been sent for. 6. This interesting phenomenon will be spoken about in another article. 7. The complicated problems of getting passengers from the center to the airport are often referred to. 8. His health is much depended on atmospheric pressure. 9. During the last decade a great number of researchers have been involved in the study of cancer problems. 10. Active research on genetic problems has been carried on for about seventy years. 11. Part-time work is resorted to in Britain to provide women with jobs. 12. Chances for wider employment for women are dealt with in this article. 13. Many questions concerning reality cannot be answered by our physical senses. 14. The problem of piece-work is only briefly touched upon in the paper. A more detailed discussion will follow. 15. Several changes in the factory management were brought about by important economic factors. 16. New taxation laws were widely commented on in press. 17. Never ask pardon before you are accused. 18. Questions can be asked and answered, but unfortunately the questions asked and those answered are frequently not the same. 19. The decision is reached by balancing pleasures against pain.

13. Вставьте пропущенные предлоги:

1. Not so loud, please. We are being listened... 2. The delegates are given special forms to be filled... 3. Remote-controlled electronic cars are much spoken ...nowadays. 4. This article will be referred...in many journals. 5. Special attention must be paid the proper translation of passive voice. 6. Children must be looked ... and taken care... 7. The way was shown ... by an old man.

14. Переведите следующие предложения на русский язык, обращая внимание на сочетание модальных глаголов и выражений с глаголом в страдательном залоге:

1. A visitor may be surprised with a great variety of morning and evening papers in England. 2. This man can be relied upon. 3. Unfortunately, no details can be given, because it's confidential. 4. Can this information be relied on? 5. The plates may be made of platinum, which is not acted upon by acid. 6. Energy may be thought of as capacity of doing work. 7. Many diseases that couldn't be cured years ago can be cured easily now, can't they? 8. In our rapidly changing world styles of teaching, quality of learning materials and organization of the university itself have to be continuously brought up to date and improved. 9. Both our social and intellectual growth and development are determined by the quality and nature of our relationships with other people. 10. This utterly inefficient method must be done away with as soon as possible. 11. Mathematics, astronomy and physics were the first sciences to get organized and defined. 12. Their defeat was utter and awful. Mercy was not thought of. 13. Biological methods of purifying water are given much attention to by scientists. 14. Many materials now commonly used were not even

thought of thirty years ago. 15. Political and economic penetration was soon followed by outright annexation.

15. Переведите следующие предложения на английский язык:

1. Это странное явление сейчас нельзя объяснить. 2. Это важное политическое событие обязательно нужно прокомментировать. 3. Этот план невозможно осуществить. 4. О пожилых и больных людях необходимо заботиться. 5. Об условиях соглашения можно договориться. 6. От этой дурной привычки нужно непременно избавиться. 7. Возможно, над нашим предложением будут смеяться. 8. На наше письмо ответили немедленно. 9. Это новое африканское государство было признано всеми странами. 10. Работа должна быть сделана сегодня. 11. Его лекция будет выслушана с большим вниманием. 12. Итоги переговоров на высшем уровне комментируются во всех газетах и на всех телевизионных каналах. 13. Факс еще не отправили. 14. О них позаботились. 15. За ними следят. 16. Этой проблемы никогда не касались в местных газетах. 17. В этой стране хорошо заботятся о детях и пожилых людях.

НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА (NON-FINITE FORMS OF THE VERB)

ИНФИНИТИВ (THE INFINITIVE)

Формы инфинитива

	<i>Active</i>	<i>Passive</i>
Indefinite	to write	to be written
Continuous	to be writing	–
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	–

Примечание. Частица *to* не ставится: 1) после модальных глаголов: *must*, *can / could*, *may / might*, *need*; 2) после глаголов: *to make* – заставлять, *to let* – разрешать; 3) после выражений: *had better* – лучше бы, *would rather*, *would sooner* – предпочел бы.

1. Поставьте инфинитивы в следующих предложениях в подходящую по смыслу форму, вставив частицу *to* там, где это необходимо:

1. People of Britain are free (to do) anything not forbidden by law. 2. While making a report, don't forget that you can (to use) only the information you can (to

rely) on. 3. Please let me (to know) if you need any help. 4. Higher oil prices make the economy (to produce) in a way that uses less oil. 5. The government has a variety of policy measures through which it can (to try) (to affect) the performance of the economy as a whole. 6. They do everything they can (to keep) a care-free smile on their faces. 7. Children sometimes don't do things their parents tell them to and there appears a very important question: what should parents (to do) (to make) their kids to obey) them.

2. Вставьте подходящую по смыслу форму инфинитива: а) Passive или Active; б) Indefinite или Perfect.

а) 1. Whether I shall make a good specialist or become successful in some other field of social life remains (to see). 2. He doesn't like (to deprive) of his right. 3. The truthful information about our home and world events helps (to create) the atmosphere of confidence, justice, compassion, mutual support and understanding in the society. 4. The work (to divide up) among them was hard. 5. Sometimes they were glad (to give) any work. 6. Every year more and more plants and animals disappear never (to see) again.

б) 1. Some poor countries believe it is wrong (to allow) their few rich citizens (to buy) Rolls Royces or luxury yachts when society needs its resources (to stop) people starving. 2. He was disappointed (not to participate) in the discussion. 3. This reporter is unhappy (to fail) his staff. 4. It is appropriate here briefly (to review) the basic principles of this economic model.

3. Замените придаточные предложения инфинитивом:

1. The Egyptians were the first who made paper from papyrus. 2. I'm sorry that I have been of so little assistance. 3. Do not promise that you will do it, if you are not sure of success. 4. Physics is the science which must be concerned with in all other natural sciences. 5. This is the concept which will be involved in our studies. 6. The motion which will be calculated can be explained in terms of acceleration. 7. Do you understand what you have to do? 8. She is happy that she has found such a simple solution to this difficult problem. 9. The decision which must be made is hardly an easy one. 10. This was a lucky chance that couldn't be missed. 11. There is one more factor which must be considered. 12. It is this type of change which must be particularly avoided. 13. We know that physical changes are caused by heat. 14. We may assume that the information is correct. 15. We assume that the lifetime of the equipment is thirty years. 16. We found that these variations make little difference in the results. 17. I believe that the answer is simple. 18. One cannot expect that a complicated problem like that may be solved in a year or so. 19. Everybody understands that the real situation is very complex. 20. We know that he has given up his point of view.

Функции инфинитива в предложении и способы его перевода на русский язык

I. Инфинитив – подлежащее.

To read aloud is useful. – Читать вслух полезно.

It is useful to read aloud. – Читать вслух полезно.

II. Инфинитив – часть сказуемого.

The problem is how to do it. – Проблема заключается в том, как это сделать.

We can begin the experiment. – Мы можем начать эксперимент.

III. Инфинитив – дополнение.

Tell me how to do it. – Скажи мне, как это сделать.

I don't know whether to answer him or not. – Я не знаю, отвечать ему или нет.

III. Инфинитив – часть сложного дополнения.

I want you to stay. – Я хочу, чтобы вы остались.

IV, O. Инфинитив – обстоятельство:

a) цели. *We have come to the station to see them off.* Мы пришли на станцию, чтобы проводить их.

b) следствия. *I was too young to think of such things at the time.* – В то время я был слишком молод, чтобы думать о таких вещах.

V. Инфинитив – определение.

There is nothing to argue about here. – Спорить здесь не о чем.

The first thing to do is let them know. Первое, что нужно сделать, это предупредить их.

I've no idea how to get there. Я не имею представления, как туда добраться.

Perfect Infinitive после глаголов *to expect* (ожидать), *to intend* (намереваться), *to mean* (иметь в виду, хотеть), *to hope* (надеяться), стоящих в прошедшем времени, и некоторых модальных глаголов означает, что действие, которое ожидалось, не произошло: *I intended (meant, hoped) to have come on time.* – Я намеревался (хотел, надеялся) прийти вовремя (но не сумел).

4. Переведите следующие предложения на русский язык. Назовите функции инфинитива:

1. At the level of economy as a whole, the choices to be made are what to produce, how and for whom. 2. Every year more and more plants and animals disappear never to be seen again. 3. The tendency to make new products available to and affordable for everybody is one obvious reason why American business has been supported by average Americans. 4. Only by actually being in business will firms learn how to reduce costs and become as efficient as foreign competitors. 5. To say that a society is civilized doesn't mean that it has a high culture. 6. Projections for the future suggest the traditional increase in population of the country to be resumed.

7. Since World War II a lot has been done by peace – loving nations to save the world from a new global catastrophe. 8. To finance their operations business firms deal with banks, insurance companies. 9. I think, she is too sensible to do anything foolish. 10. Their mutual respect was deep enough to encourage them for future cooperation. 11. He loves to tell everybody what he has done and where he has been.

5. Преобразуйте предложения, употребив разговорный вариант:

Образец: To deal with such people is unpleasant. – It isn't pleasant to deal with such people.

1. To give advice is easier than follow it. 2. To criticize is easier than to act. 3. To prove it to him will be very difficult. 4. To prove to him why you have changed your decision will be very difficult. 5. To render such a long text in English will take a lot of time.

6. Переведите следующие предложения на английский язык:

1. Чтобы перевести эту статью, он обратился к словарю. 2. Он любит говорить всем, что он сделал и где он был (побывал). 3. Ничто не могло заставить нас выйти в такую дождливую погоду. 4. Этот фактор достаточно важен, чтобы принять его во внимание. 5. Первое, что нужно сделать, – это научиться пользоваться словарями и справочниками.

7. Переведите следующие предложения:

1. There is nothing to speak about. 2. The first thing to do is to work out a plan. Give me something to write with. 3. They have nothing to argue about. 4. I've no idea where to look for the prescription. 5. It's good example to follow. 6. Jean has nothing to be displeased with. 7. There is nothing to be sorry about.

Инфинитивные конструкции (The Infinitive Constructions)

Способы перевода конструкции *for... to + Infinitive* на русский язык

It was late <i>for us to begin</i> discussing this question.	Было поздно, <i>чтобы мы начали</i> обсуждать этот вопрос.
This is <i>for the reader to judge</i> .	Об этом <i>должен судить</i> сам читатель.
<i>For this article to be published</i> this year you must have it typed as soon as possible.	<i>Для того, чтобы эта статья была опубликована</i> в этом году, вам нужно как можно скорее перепечатать ее на машинке.

1. Переведите следующие предложения на русский язык:

1. It is typical for this writer to use the laconic style. 2. I'm not going out yet. I'm waiting for the rain to stop. 3. It is important for the model to be accurate but simple enough. 4. The bridge can be raised for large ships to pass. 5. Here, it seems to me, is another very vital problem for a specialist to explain. 6. For the meeting to be a success much preliminary work must be done. 7. They were waiting for the jury to announce their verdict. 8. Here is a book for you to read in the train. 9. It is for her to answer. 10. He stepped aside for me to pass.

Способы перевода конструкции The Objective-with-the Infinitive на русский язык

I wish *you to come* again.
We believe *her to be* a good journalist.

I heard *somebody speak* in the next room.
Don't interrupt him. *Let him talk*.
We could not get *him go* there.

Я хочу, чтобы вы пришли снова.
Мы считаем, что она хороший журналист.
Я слышал, как кто-то разговаривал в соседней комнате.
Не перебивайте его. Пусть говорит.
Мы не могли заставить его пойти туда.

2. Найдите в следующих предложениях The Objective with the Infinitive Construction. Переведите предложения на русский язык:

1. Most Americans expect their children to leave home at an earlier age than do parents in many other western countries. 2. Of course all parents want their children to be happy and healthy. 3. They (parents) also want their dear kids to be ready for the future life and for all the difficulties that wait for them as soon as they grow up. 4. She made too many mistakes, and I got her write the exercise again. 5. Many children want to be treated like adults, but they do not take adult responsibilities. 6. I would like you to hurry them up. 7. The driver wanted the car to be filled up. 8. We assume these truths to be self-evident. 9. The local authorities did not want their housing scheme to fail. 10. What makes you suspect him? 11. He doesn't allow his colleagues to use his computer. 12. Gravity causes bodies to fall to the earth.

3. Преобразуйте следующие предложения, заменив придаточные предложения на The Objective - with - the Infinitive Construction:

Образец: I don't think that these people were very intelligent. – I don't think these people to be very intelligent.

1. Our ancestors considered that the Earth's resources were boundless and endless. 2. He saw that the secretary came in. 3. The two sides expect that

negotiations will be long and difficult. 4. The peoples of the world consider that their leaders are able to stop the spread of nuclear weapons. 5. We expected that the partners would agree on a number of issues. 6. Nobody expected that he would resign. 7. One can hardly expect that a true scientist will keep within the limits of one's narrow field.

4. Преобразуйте следующие предложения, заменив The Objective - with - the Infinitive Construction придаточными предложениями.

Образец: We consider him to be a real genius.—We consider that he is a real genius.

1. We know the life to depend upon social conditions and material welfare of the people. 2. The scientists found the ice caps of the North and South Poles to be gradually melting. 3. I like him to do it so well. 4. We assume these errors to be of no importance. 5. They estimate the number of casualties to be much higher. 6. We consider him to be an outstanding politician. 7. He expected the masses to fight for their independence.

5. Переведите следующие предложения на английский язык, употребляя The Objective - with - the Infinitive Construction:

1. Мы считаем, что тепло является формой энергии. 2. Мы наблюдаем, что направление непрерывно меняется. 3. Вы должны заставить их тщательно проверить результаты. 4. Его политический опыт позволил ему объединить людей. 5. Ученый полагает, что это довольно редкое явление. 6. Пусть он признает этот очевидный факт. 7. Позвольте мне напомнить вам о вашем обещании. 8. Эти доводы заставили нас изменить первоначальный план действий. 9. Они хотят, чтобы эта установка была демонтирована.

***Способы перевода конструкции
The Subjective with-the- Infinitive на русский язык***

She is known to be a great book-lover.
They are said to have traveled a lot.
She seemed to have read a lot on this subject.
The data proved to be wrong.
The weather is not likely to change.
They are sure to come.

Известно, что она большая любительница книг.
Говорят, что они много путешествовали.
По-видимому, она много читала по этому вопросу.
Данные оказались неверными.
Вероятно, погода не изменится.
Безусловно, они придут.

Примечания: 1. Глаголы, употребляемые в The Subjective-with-the Infinitive Construction в пассивной форме:

а) *to believe, to consider, to hold, to think, to assume, to suppose* переводятся на русский язык глаголами «считать», «полагать», «думать»;

б) *to expect* – ожидать, *to estimate* – оценивать, *to say* – говорить, *to report* – сообщать.

2. Глаголы, употребляемые в The Subjective-with-the Infinitive Construction в активной форме: *to seem / to appear* – казаться, *to prove / to turn out* – оказываться, *to happen* – случайно сделать что-либо, оказываться.

3. Выражения, употребляемые в The Subjective-with-the Infinitive Construction: *to be likely* – вероятно, *to be sure/to be certain* – наверняка. Обратите внимание на перевод этих конструкций с отрицанием: He is *likely* to arrive tomorrow. – *Вероятно*, он придет завтра. He is *not likely* to arrive tomorrow. He is *unlikely* to arrive tomorrow. – *Вряд ли* он придет завтра.

6. Переведите следующие предложения на русский язык:

1. A holiday is supposed to be a time for relaxing. 2. Hcat was thought to be a material substance. 3. These metals have been found to possess many interesting and useful physical properties. 4. The desk computer is expected to function as your personal librarian, to carry out simple optimization computations, to control your budget or diet, play several hundred games, etc... 5. Further development of the computer is believed to lead to a situation in which most of the knowledge accepted by mankind will be stored in the computers and made accessible to anyone with home computers. 6. He was expected to speak on TV. 7. She is believed to have lived abroad for a long time. 8. The plane was reported to have landed safely. 9. The conference was supposed to be making good progress. 10. He seemed to have forgotten everything. 11. Our neighbor turned out to be sociable. 12. The situation turned out to be rather serious. 13. Let the criminal talk. He is sure to expose himself sooner or later. 14. Victoria was thought to be rather selfish. 15. His behavior was found to be suspicious. 16. The country is known to export oil. 17. No need to hurry. She is sure to be late. 18. However, the computers are unlikely to communicate with us on the human level in the nearest future.

7. Преобразуйте следующие предложения, употребив The Subjective - with - the Infinitive Construction. Используйте глаголы, данные в скобках:

Образец: This discovery is the result of a long and thorough investigation (to consider). – This discovery is considered to be the result of a long and thorough investigation.

1. They have been conducting negotiations for a long time (to say). 2. Jupiter consists predominantly of solid hydrogen (to believe). 3. The greater part of the

population of the country is employed in farming (to know). 4. The news are to be announced today (to expect). 5. Rapid expansion of industrialization leads to an exhaustion of natural resources (to believe). 6. This scientist had reviewed twenty-four methods for estimating the parameters (to report).

8. Переведите следующие предложения на английский язык:

1. Ожидают, что она отметит (отпразднует) это событие. 2. Его считают лучшим композитором из ныне здравствующих. 3. Мне не случилось бывать в Сибири. 4. Кажется, они приняли приглашение. 5. Она, оказывается, ничего не знает о наших планах. 6. Я оказался очень занятым в тот момент. 7. Говорят, что ее послали в командировку.

9. Переведите следующие предложения на русский язык:

1. He seems to be satisfied with the results of his work. 2. She doesn't seem to want to do anything I suggest. 3. The experiment does not seem to give the results supporting the view. 4. They seem to have never realized the importance of his discoveries. 5. The situation seems to be changing for the better. 6. He never seems to be reading anything but poetry. 7. She appeared to be listening. 8. The house appeared to have been repaired recently. 9. For the last few days she seemed to have been talking to nobody. 10. He seemed to be looking for words to express his idea.

ГЕРУНДИЙ (THE GERUND)

Формы герундия

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

Функции герундия в предложении и способы его перевода на русский язык

I. Подлежащее. *Smoking* is dangerous for your health.–*Курение* опасно для вашего здоровья.

II. Часть составного сказуемого. *My favorite occupation is reading*.–Мое любимое занятие – *чтение*. John began *working* early in the morning.–Джон начал *работать* рано утром.

III. Прямое и предложное дополнение. Your suggestion needs *discussing*.– Ваше предложение нужно *обсудить*. I am afraid of *making* a mistake.–Я боюсь (как бы не) *сделать* ошибку.

IV. Обстоятельство. After *returning* home he resumed his work.–После того, как он *вернулся* домой (*по возвращении* домой), он возобновил работу. She left the room without *looking* at me.–Она ушла из комнаты, не *взглянув* на меня.

V. Определение. You have no reason for *saying* that.–У Вас нет оснований *говорить* это.

1. Проверьте значения данных ниже глаголов по словарю. Придумайте предложения с ними:

to begin, to finish, to stop, to prefer, to remember, to mention, to suggest, to allow, to like (love), to want, to need, to require, to avoid, to hate, to mind, to regret, to postpone (put off), to deny.

2. Найдите в следующих предложениях The Gerund. Переведите их на русский язык:

1. Excuse my disturbing you. 2. I don't like postponing it till tomorrow. 3. There was no way of avoiding it. 4. I can still remember running down the sand hills in the morning. 5. I greatly dislike being contradicted. 6. They get bored (fed up) with doing the same thing every day. 7. Congress offering peace prepared for war and went on collecting an army. 8. I was fond of reading historical novels describing life, culture and political events in different countries of the world. 9. We must stop betraying hope, stop postponing action. 10. Lots of people prefer recording their thoughts to writing them down. 11. Producing such articles required skilled labor. 12. He avoided making public statements. 13. Some people prefer listening to somebody else's opinion to forming their own. 14. They denied knowing about our plans.

3. Переведите следующие предложения на русский язык:

1. Jack gave up trying to find a job in Britain and decided to emigrate. 2. Why do you keep on looking at me like that? 3. I insist on being treated with a certain consideration. 4. Two students were accused of cheating in the examination. 5. They succeeded in obtaining new facts. 6. Everybody looks forward to going to the seaside for their rest in summer. 7. He objected to being treated like a novice in laboratory research. 8. Police suspected the young man of having assaulted (нападать на) an elderly woman. 9. We agreed on resuming the tests. 10. The workers complained

about being repeatedly insulted by their employers. 11. They were prevented from finishing their work on time. 12. The conference resulted in establishing diplomatic relations between the countries. 13. Her favorite pastime is interfering in other people's affairs.

4. Переведите следующие предложения на английский язык, используя глаголы, данные в скобках:

1. Мне нравится, что он всегда думает, прежде чем говорит (to like). 2. Ей не нравится, что он всегда согласен со всем и со всеми (not to like). 3. Некоторым актерам нравится, когда их узнают и заговаривают с ними, другие этого терпеть не могут (to like, to hate).

5. Раскройте скобки, употребляя активную или пассивную форму The Gerund.

Образец: a) He preferred (to offer) his help to anyone. – He preferred offering his help to anyone. b) He preferred (to help) by others (other people). – He preferred being helped by others (other people).

1. Nobody likes (to criticize). 2. If you walk into the road without looking, you risk (to knock) down by a car. 3. Unfortunately this silence was ruined by the sound of a door (to bang). 4. In the morning light, she was ashamed of herself for (to elate) the night before. 5. I like (to invite) to their house. 6. Their (to achieve) great progress in science and machines helped the seventeenth century people not only in (to get) more abundant food but also in (to prevent) diseases. 7. They succeeded in (to convince) him that there was no danger to his life. 8. Your tie needs (to straighten). 9. I know everyone who is worth (to know). 10. After (to work) for a month with no day off he decided to take a short holiday. 11. He preferred (to help) by others to (to offer) his help to anyone. 12. I remember (to meet) him somewhere before. 13. Instead of (to send) yesterday, the letter is still on the table. 14. When we have to catch a train we are always worried about (to miss) it. 15. In every country most women prefer (to take) proper care of their children (to work).

Герундиальная конструкция (The Gerundial Construction)

Способы перевода The Gerundial Construction на русский язык

Nobody knew of <i>their having left</i> for the Far East.	Никто не знал, что они уехали на Дальний Восток.
Do you mind <i>our being present</i> ?	Вы не возражаете против того, чтобы мы присутствовали?

6. Преобразуйте следующие предложения, употребив The Gerund.

Образец: The teachers insisted that he should take part in the conference. — The teachers insisted on his taking part in the conference.

1. I like that he thinks before speaking. 2. I don't like it that he always agrees with everything and everybody. 3. Some actors like when they are recognized and spoken to, others hate it. 4. Some people hate when they are told the truth. 5. I'm afraid I'm taking up too much of your time. 6. He did not recollect that such a thing had happened to him before. 7. You don't mind that I am frank, do you? 8. I'm sorry that I shouted at you yesterday. 9. They were furious that I didn't invite them to the party.

Способы перевода The Gerund на русский язык

а) После таких фраз, как: *it's no use; it's useless* — бесполезно; *it's no good* — не стоит; *I can't help* — не могу не...:

It's no good *leaving* the work uncompleted. Не стоит *оставлять* работу незавершенной. I can't help *being surprised* at their success. Не могу не *удивляться* их успеху.

б) После прилагательных *like, busy, worth (worth-while)*.

One more fact is worth *mentioning*. – Стоит *упоминать* еще один факт. He is busy *checking* the equipment for the experiment. Он занят *проверкой* оборудования для проведения эксперимента.

в) После глаголов, требующих после себя предлогов *rely on, depend on, insist on, think of, thank for, devote to, object to, succeed in, prevent from*.

Our success depends on *being supplied* with the necessary equipment. Наш успех зависит от *обеспечения* необходимым оборудованием. They succeeded in *obtaining* all the instruments they needed. – Им удалось *получить* все необходимые приборы.

г) После прилагательных и причастий прошедшего времени, требующих употребления предлогов *fond of, tired of, proud of, used to*:

He is tired of *working* under such conditions. – Он устал *работать* в таких условиях.

д) После таких существительных, как *idea, method, way, pleasure*, требующих употребления предлога *of*:

I like your idea of *spending* the evening at home. – Мне нравится твоя идея *провести* вечер дома.

f) После предлогов *in, on (upon), after, before, by, without*:

On pressing the button you will get the information desired. – Нажав кнопку, вы получите необходимую информацию.

7. В следующих предложениях найдите сочетания «The Gerund с предлогом». Переведите предложения на русский язык:

1. I'm bad at adding up big sums. 2. Acid rain is capable of dissolving some rocks and stones. 3. At that time when many workers in Europe joined revolutionary labor movements most Americans were not interested in destroying their basic system but in reforming it for their own benefit. 4. The way of avoiding these difficulties in solving the problem is unknown at present. 5. It's useless to persuade him. 6. Don't leave without speaking to the chief. 7. What is worth doing is worth doing well. 8. Such people are not worth speaking about. 9. The idea of using this technique is new and somewhat unexpected. 10. I can't help mentioning one more interesting fact. 11. It's useless devoting too much time to this problem without specifying all the details of the procedure. 12. It's no good wasting much time in debates.

8. Переведите следующие предложения на английский язык, используя приведенные сочетания герундия с предлогом:

to be sure of — быть уверенным;
to be proud of — гордиться;
to be fond of — увлекаться;
to be guilty of — быть виновным;
to be interested in — интересоваться;

to be surprised at — удивляться;
to be engaged in — заниматься;
to be sorry for — сожалеть;
to be tired of — устать.

1. Многим ученым языки нужны для обмена и приобретения технической информации. 2. Мы заинтересованы в установлении научных связей с учеными других стран. 3. Он был недоволен тем, что его прерывают. 4. Они гордились тем, что одержали победу (выиграли) в чемпионате Европы.

ПРИЧАСТИЕ (THE PARTICIPLE)

Формы причастия

Voice	Indefinite		Perfect
	Participle I	Participle II	Participle
Active	asking taking	—	having asked having taken
Passive	being asked being taken	asked taken	having been asked having been taken

Функции причастия в предложении

1. Определение:

The man <i>waiting</i> for you asked for your telephone number.	Человек, <i>ждавший</i> вас, спрашивал ваш номер телефона.
The man <i>waiting</i> for you has come from Moscow.	Человек, <i>ожидающий</i> вас, приехал из Москвы.
The house <i>being built</i> in this street now will be very beautiful.	Дом, <i>строящийся</i> (который <i>строится</i>) на этой улице, будет очень красивым.
The <i>discussed</i> problems are interesting. They spoke of the problems <i>discussed</i> .	Обсуждаемые проблемы интересны. Они говорили об <i>обсуждаемых</i> проблемах.

2. Обстоятельство:

(<i>While</i>) <i>reading</i> he made notes.	<i>Читая</i> , он делал заметки.
<i>Having finished</i> his experiments he compared the results.	<i>Закончив</i> (когда он закончил) свои эксперименты, он сравнил результаты.
<i>When asked</i> he refused to answer the question	<i>Когда его спросили</i> , он отказался отвечать на вопрос.

3. Часть сказуемого:

They <i>began</i> (<i>went on, continued</i>) <i>arguing</i> .	Они начали (<i>продолжали</i>) <i>спорить</i> .
The plan is <i>being discussed</i> .	План <i>обсуждается</i> .
All doors were <i>locked</i> .	Все двери были <i>закрыты</i> .

Причастие I (Participle I)

1. Переведите следующие предложения на русский язык. Определите форму и функцию Participle I:

1. The paragraph generally contains one leading idea around which there are some supporting details. 2. Along with state higher schools existing in the country many non-state institutes of higher learning have been opened in different towns of late. 3. Oftentimes a person running a high fever and with a hacking cough will just lie at home taking Efferalgan-Upsa or some such drug. 4. With industrialization going on at its present rate, the world's fuel reserves will be exhausted within the near future. 5. There is a growing need for engineers familiar with the fundamental problems in metal processing and manufacturing. 6. Having spent all the money he started looking for work. 7. Being a poor speller, he didn't like writing letters.

2. Преобразуйте следующие предложения по образцу, заменив придаточные предложения причастным оборотом:

Образец: The man who is addressing the meeting is the leader of the opposition.-
The man addressing the meeting is the leader of the opposition.

1. The success of diagnostics and treatment is predicated by the relationship that exists between a doctor and a patient. 2. The Queen opens the Parliament with a speech that sets out the Government's program for the future. 3. Anybody who will touch that wire will get an electric shock. 4. We didn't like the film which was being shown to us. 5. The experiments of many other scientists who followed Rutherford's research proved his predictions.

3. Переведите следующие предложения на русский язык:

1. A gram of water is proved to change exactly to a gram of ice when freezing and to a gram of water vapor when evaporating. 2. When designing new types of cars all the latest achievements of scientific and engineering progress are taken into account. 3. When giving advice to others, think whether you would follow it yourself. 4. He referred to experimental results while explaining the phenomenon in terms of multiple reflections. 5. While playing tennis, be sure you hold the racket in the right way. 6. While making the experiment we made use of all the data available. 7. Strictly speaking, this somewhat arbitrary division may be justified taking into account an imperfect technique. 8. This means that a space program must be flexible and diverse, making it possible to explore completely new fields.

Причастие II (Participle II)

4. Переведите следующие предложения на русский язык:

1. The economic system used in most countries lies between the two extremes of command and market economies. 2. Everybody knows that money spend on the brain is never spent in vain. 3. People generally repeat the decisions made at an earlier time or by earlier generation. 4. They walked in silence between the tables, now loaded with books. 5. The results of this scientific team's research have been discussed lately. Some new data included into the papers published recently and the experiments described in them have evoked great interest. 6. Given certain conditions such work can be done by anybody. 7. The mentioned interesting study is still in progress. 8. In each industry the more workers there are, the greater is the total output of the goods produced. 9. There is no incentive for individuals to work hard in planned economy. 10. The idea as stated by the scientist is not of any interest. 11. Money saved is money gained. 12. The instrument used is very reliable.

5. Переведите следующие предложения на русский язык, обращая внимание на употребление Participle II с союзами: *if* (если), *when* (когда), *unless* (если не), *while* (когда, хотя, в то время как), *though* (хотя), *although* (хотя, несмотря на):

1. When asked why he had done so, he smiled but did not say a word. 2. When asked if he realized the danger, he said he did. 3. If explained the rule will not seem difficult. 4. Unless checked the results can't be applied in the research. 5. Though well-educated, he lacked any coherent philosophical background. 6. While being used the device showed poor characteristics. 7. If cooled water becomes ice. 8. When offered help, they accepted it eagerly.

6. Раскройте скобки, употребляя Participle I или Participle II в зависимости от смысла предложения:

1. Each of us is becoming (to adjust) to inflation. 2. Most of the coal (to mine) in the USA is used by power plants to produce electricity. 3. Antibiotics in some cases are not only useless but harmful, (to put) additional strain on an organism that is already in a (to weaken) condition. 4. The newly (to build) and (to reconstruct) motor works soon had strong (to design) and (engineer) teams, which later produced world-famous scientists.

Причастные конструкции (Participial constructions)

Способы перевода объектной причастной конструкции (The Objective Participial Construction) на русский язык

Образуется: Существительное в общем падеже + причастие I / II
Личное местоимение в объектном падеже + причастие I / II

I saw <i>him</i> <i>photographing</i> the monument.	Я видел, как он фотографировал этот памятник.
I saw <i>the monument</i> <i>being photographed</i> .	Я видел, как фотографировали этот памятник.
I considered <i>the work</i> <i>done</i> .	Я считал, что работа выполнена.

7. Переведите на русский язык следующие предложения, обращая внимание на The Objective Participial Construction:

1. I want him saved. 2. We saw the fire being put out. 3. The passers-by watched the house being pulled down. 4. I've never heard that name mentioned. 5. Neither of us saw the plane being shot down. 6. They said nothing of the kind. 7. I heard the news being announced. 8. You could hear the loudness of the teacher's voice

changing according to what he was talking about. 9. He was watching the car being repaired. 10. We disliked the problem being treated in this way. 11. We know them being invited to all our meetings. 12. He regards this concept as being not a simple one.

**Способы перевода объектной причастной конструкции
(The Objective Participial Construction) после глаголов to have/to get
на русский язык**

Образуется: To have (to get) + Object + Past Participle

They <i>had</i> new equipment installed in the workshop.	Им <i>установили</i> новое оборудование в мастерской.
The administration <i>had</i> (got) this scheme canceled.	Администрация <i>добилась</i> отмены этой программы.

8. Переведите следующие предложения на русский язык:

1. When he had all his taxes paid, the amount left in the bank was hardly worth mentioning. 2. We have this program debugged. 3. They got their children educated in the best British universities. 5. The editor plans to have the material divided into three sections. 6. It's hard to get them thinking about you, because they're too busy thinking about themselves. 7. She had her manuscript typed without a single typing error. 8. He said he had not had the visa renewed. 9. He has got himself fooled.

9. Раскройте скобки, употребляя Participle I или Participle II в зависимости от смысла предложения:

1. We often try to turn our thoughts in another direction when we find ourselves (to dwell) on death. 2. We see this point of view gradually (to gain ground) among the scientists. 3. In the Government Acts of the late 20s we see the central power (to take) more and more control of the local authorities. 4. We saw him (to leave) the house alone. 5. After a long discussion they finally had their plans (to change).

**Способы перевода субъектной причастной конструкции
(The Subjective Participial Construction) на русский язык**

Образуется: Существительное в общем падеже + причастие I / II

Личное местоимение в именительном падеже + причастие I / II

Видели, как он кого-то ждал.	<i>He was noticed waiting</i> for somebody.
Слышали, как она об этом говорила.	<i>She was heard talking</i> about it.

10. Переведите следующие предложения на русский язык, обращая внимание на The Subjective Participial Construction:

1. The taxi could be seen waiting outside. 2. Somewhere a long way off a telephone bell rang and a voice could be heard speaking. 3. She was seen looking for something. 4. They were found working in the garden. 5. He was watched swimming across the river. 6. The sunken ship was watched being raised. 7. The papers weren't noticed being thrown away. 8. The dam was heard being blown up. 9. The permanent income is often taken as having been established. 10. This data set should intuitively be considered as consisting of two clusters. 11. This method, previously mentioned as affording good results, is being widely used.

Способы перевода абсолютной причастной конструкции (The Absolute Participial Construction) на русский язык

Образуется: Существительное в общем падеже + причастие I / II

Личное местоименис в именительном падеже + причастие I / II

<i>His lecture finished, the audience applauded.</i>	<i>Когда его лекция была окончена, аудитория зааплодировала.</i>
<i>The lecturer having finished, the audience applauded.</i>	<i>Когда лектор закончил лекцию, аудитория зааплодировала.</i>
<i>His lecture being interesting, the audience listened attentively.</i>	<i>Так как его лекция была интересна, аудитория слушала внимательно.</i>
<i>He continued lecturing, his colleagues listening attentively.</i>	<i>Он продолжал читать лекцию, а (и) коллеги внимательно его слушали.</i>

11. Переведите следующие предложения на русский язык:

1. All preparations being made, the conference began. 2. The speech being ready, we went to the conference hall. 3. The manufacturer managed to improve the quality, the cost remaining the same. 4. E. Hemingway began to write fiction about 1923, his first book being reflection of his war experience. 5. His famous novel 'Martin Eden' having been published, Jack London became famous the world over. 6. The final round of the negotiations (being) over, a joint communiqué was signed. 7. The session being over, with many aspects of the problem left unsolved. 8. Antique auctions force buyers to bid against each other with the seller taking a passive role. 9. Computers are considered as the answer to automatic production with the other problems treated as peripheral in nature. 10. The Mongol-Tartars lived in a kind of tent known as a yurt, the latter being made of poles. 11. Several treatments of this

problem have been presented, with theories resulting from this investigation falling into one of the two categories. 12. The proposal being unconstitutional, the committee rejected it. 13. This being done, they set off with light hearts. 14. A series of attempts having been made, he solved that problem successfully. 15. We completed our experiment with the data being published. 16. The rights and liabilities of the parties to a contract having been considered, it is now necessary to see how the contractual relationship is terminated.

УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ (CONDITIONAL SENTENCES)

Образование условных предложений

Союзы	Тип	Придаточное предложение	Главное предложение	
If, in case	I	Present Simple	shall, will	Future Simple
Unless	II	Past Simple	should, would	+ Infinitive
Provided	III	Future Simple	might, could	+ Perfect Infinitive

Способы перевода условных предложений на русский язык

I тип – действие и условие совершения действия вполне реальные.

If I am in town, I shall visit you. – Если я буду в городе, я навещу Вас.

II тип – действие и условие совершения действия, относящиеся к настоящему и будущему времени, либо маловероятны, либо противоречат действительности.

I should (could, might) phone him if I knew his telephone number. – Я бы позвонила (смогла бы позвонить, возможно, позвонила бы) ему, если бы знала номер его телефона (сегодня или завтра).

If he were here he would (could, might) help us. – Если бы он был здесь, он бы помог (смог бы помочь, возможно, помог бы) нам.

If you should see him, tell him everything. – Если случится так (случись так), что вы его увидите, расскажите ему все.

III тип – действие и условие совершения действия абсолютно нереальны и относятся к прошедшему времени.

I could (should, might) have phoned him if I had known his telephone number. – Я бы позвонила (смогла бы позвонить; возможно позвонила бы) ему, если бы знала его номер телефона (вчера).

Had you warned me (If you had warned me), nothing would have happened.
Если бы вы меня предупредили, ничего бы не случилось.

But for the rain we would have joined you. (письм.) *If it had not been for the rain*, we would have joined you (разговорн.). – *Если бы не дождь*, мы бы (тогда) к вам присоединились.

Сослагательное наклонение (The Subjunctive Mood)

Сослагательное наклонение (the Subjunctive Mood) – условие и следствие (то есть придаточное и главное предложения) относятся к разному времени (одно — к прошедшему, другое — к будущему или настоящему) и обозначают маловероятное или нереальное действие.

If you worked hard during the academic year, you wouldn't have failed in the exam.

Если бы вы хорошо работали в течение учебного года, вы бы не провалились на экзамене (никогда).

If you had read the article, we could discuss it now.

Если бы вы (уже) прочитали эту статью, мы могли бы сейчас обсудить ее.

If he were to come we would tell him to wait.

Если бы он пришел, мы бы попросили его подождать.

1. Переведите следующие предложения на русский язык, обращая внимание на формы глаголов в условных предложениях; назовите тип условных предложений:

1. You will not succeed with your experiments, unless you work hard. 2. I would be most grateful if you could (would) allow me to attend your firm. 3. People respond the prices. When the prices of some commodity increases, consumers will try to use less of it but producers will want to sell more of it. 4. If only she had explained seriously to James last night the true position he would have believed her. Why hadn't she been able to? 5. Even if I had not seen the canvas, I should have known you anywhere as an artist. 6. If only Erik were well! 7. But for the lessons he would go to his friend. 8. If we asked him to help, would he agree? 9. Had you apologized, she would have forgiven you. 10. But for this fact it would be reasonable to increase this value. 11. Were we to approximate the ideal conditions of stability, we would provide the solution of the problem. 12. Space flights would be impossible unless special materials for space vehicles were produced. 13. Supposing no data given to us, what shall we do? 14. If you arrange to meet on Sunday, I'll come too. 15. If the new equipment had been delivered in time yesterday, there would have been no problem at all.

2. Раскройте скобки, употребив соответствующую форму глагола:

1. If unemployment (to increase), the government would have changed its policy. 2. The student wouldn't have written his course-paper in time if he not (to borrow) the books from the library. 3. You could have bought a ticket if you (to come) to the station earlier. 4. He wouldn't have been successful businessman if he (not to be) a very good manager. 5. If you (to read) this novel, you would have a clearer idea of the writer's style. 6. If every star in the sky were to shine with the same degree of brightness, the distance to any star (can) readily be established. 7. He wouldn't have become popular, if he (not to be talented). 8. If you (to know) English better, you would enjoy reading this book in the original. 9. If I (to be) you, I should act differently. 10. Hadn't this assumption been made, we (not to derive) these data from experiments alone. 11. If you (spoil) his drawing, he'll be very angry with you.

3. Закончите следующие предложения, употребив соответствующую форму глагола:

1. If Jane were not a linguist... 2. If I were a lawyer... 3. If I were you... 4. If there were no criminals... 5. Were they true friends...

4. Переведите следующие предложения на русский язык, обращая внимание на форму the Subjunctive Mood глагола *to be*:

1. If I were you I wouldn't buy this suit. 2. If I were you I think I would feel very much as you do. 3. Were it possible to reduce the losses by only one per cent, the system would have paid for itself in one year. 4. If he were a better student he would not make so many mistakes. 5. If we were more patient and sensible and didn't tell each other nasty words, we could avoid our quarrels. 6. Were there no oxygen in the earth's atmosphere, life would be impossible. 7. If he were not so absent-minded, he would have told you about it long ago. 8. If she were not so busy, she would (might) come and see us. 9. Were it left to me to decide whether computer assisted language learning should be firmly set within the University curriculum framework, I would certainly advance this idea. 10. If Dorothy were more polite she would not behave like that. 11. Surely they would be far more successful with their research if there were less talking and more doing.

5. Переведите следующие предложения на русский язык, обращая внимание на употребление глагола *would*:

1. The weather is fine or he would be at home now. 2. If I were not so busy now I would go to the skating-rink with you tomorrow. 3. I don't have this book or I would have given it to him when he asked me for it. 4. If I had known I was going to meet you I would have dressed differently. 5. It's a good thing you didn't mention the fact

in her presence. She would have been hurt. 6. Without mutual respect, the world would have been a much worse place than it is now. 7. Without the force of gravitation there would be no pressure in liquids. 8. But for this help, it would have been extremely difficult to deal with such accurate measurements. 9. But for his demand, we would have agreed on these terms. 10. But for the high price it would be only reasonable to use the system for many domestic purposes. 11. It would be unwise, however to attach too much significance to a purely formal title. 12. They would have preferred to have stayed on to continue the fight against the enemy, but this was refused them. 13. It was considered at first that a cubical design of telescope would have been adopted.

6. Соедините части А и В в предложения. Переведите эти предложения на русский язык:

A	B
If you should insist on it	don't fail to visit the National Gallery.
Should you make a stop-over in London	we should get wet.
If anybody should ask for me	say I'll be back in a quarter of an hour.
If it were to rain	we would get the results desired.

7. Переведите следующие предложения на русский язык, обращая внимание на употребление глаголов *will/would* в значениях 'хотеть/соглашаться':

Образец: If you wait a moment, I'll get the form you want. – Если вы согласитесь минутку подождать, я принесу вам нужный бланк.

1. I have to time or I would go for a walk with you. 2. I wouldn't want you to leave, Deborah. You know that. 3. I said, and would have said more about this, only Lefty cut me short. 4. She was in a hurry and would not hear of staying with us any longer. 5. I'd be grateful if you would kindly send me the necessary information.

8. Переведите следующие предложения на английский язык, обращая внимание на тип условного предложения:

1. Если бы он сейчас был здесь, я был бы очень рад. 2. Если бы он учился лучше, он бы не сделал так много ошибок в контрольной. 3. Она посмотрела бы телевизор, но он не работает. 4. Если он завтра придет, мы зайдем к вам вместе. 5. Если бы я не был так занят, я бы с удовольствием принял ваше приглашение, но, к сожалению, у меня слишком много работы. 6. Если бы вы сказали об этом раньше, план был бы изменен.

**Способы перевода сослагательного наклонения после конструкции с
прилагательными и формальным подлежащим *it***

It is important	Важно,		
It is necessary	Необходимо,		
It is essential	Существенно,		
It is desirable	Желательно,		
It is doubtful	Сомнительно,	that you	чтобы вы
It is requested	Требуется,	(should) follow	следовали
It is probable	Вероятно,	the instructions.	инструкциям.
It is improbable	Маловероятно,		
It is impossible	Невозможно,		
It is suggested	Предлагается,		
It is proposed	Предполагается,		
It is required	Требуется,		

**9. Найдите в следующих предложениях формы The Subjunctive Mood.
Переведите предложения на русский язык:**

1. It is necessary that you should follow the instructions. 2. It was suggested that the work should be done without any delay. 3. We must work hard as it is demanded that we should present the paper on time. 4. It is suggested that the experiments be repeated in part under essentially changed conditions. 5. I wish I would take part in the conference. But it is rather doubtful that I should go there for I shall be taking my exams at the time. 6. It is essential that they should realize the gravity of the situation. 7. It is requested that individual work should be paid according to the worker's contribution in his plant. 8. It is very important that they should come to an agreement. 9. It is necessary for us that the manager should sign the document. 10. I recommend that you should read this book. 11. He suggested that the boy should go in for sport.

10. Закончите следующие предложения, употребив The Subjunctive Mood:

1. It is necessary that... 2. It is essential that... 3. It is desirable... 4. It is important that... 5. It is improbable that... 6. It is required that...

11. Переведите следующие предложения на английский язык, употребив The Subjunctive Mood:

1. Сомнительно, чтобы мы решили эту задачу без измерений субъекта исследования. 2. Очень важно, чтобы они поняли свою ошибку и исправили ее. 3. Научный руководитель настаивает, чтобы экспериментальные исследования

точно воспроизводили реальные условия. 4. Нам необходимо сделать первые шаги в понимании этого явления.

**Способы перевода сослагательного наклонения после глаголов
волеизъявления**

He suggests		Он предлагает,
He proposes		Он предлагает,
He desires	that you (should)	Он желает, чтобы
He requires	follow	Он требует, вы
He demands	the instructions.	Он требует, следовали
He insists		Он настаивает, инструкциям.
He orders		Он приказывает,

I wish it were true. – Хотелось бы мне, чтоб это оказалось правдой.

I wish you had checked the results better. Мне хотелось бы, чтобы вы лучше проверили результаты.

I wish you wouldn't use this device. Мне хотелось бы, чтоб вы не пользовались этим прибором.

12. Найдите в следующих предложениях глаголы волеизъявления, после которых употребляется The Subjunctive Mood. Переведите предложения на русский язык:

1. A radical reconstruction of the economy requires that enterprises be self-financing. 2. The members of the committee suggested that the agenda (should) be changed. 3. It's time (it's high time) you visited your sick friend. 4. Now children, it's high time you were washed and dressed. 5. It's time I thought it out from the beginning. 6. The speaker insisted that the chairman should not interrupt him every other minute. 7. Our scientific adviser insists that our group should present a paper dealing with one of the problems of cosmic research. 8. He proposes that the paper should consist of three parts, the last one discussing the experimental results obtained. 9. Nobody demands that you should do it immediately.

13. Переведите следующие предложения на русский язык, пользуясь грамматическим материалом, приведенным выше:

1. I wish they hadn't started this argument. 2. I wish he were here now. 3. I wish you had come to me more often. 4. I wish he were more punctual. 5. They wish she didn't interfere in their affairs. 6. I wish you were not so angry with me. I am not to blame. 7. I wished I hadn't said it. 8. He wished he could start everything afresh. 9. I wish I were young. 10. I wish he weren't so greedy. 11. She wished she spoke English fluently. 12. I wish I could do something for you. 13. I wish I had drawn his

attention to it. 14. I wish I didn't drink so much coffee in the evening: I could not sleep half the night. 15. I love sunny weather. I wish it were warm and fine all the year round.

14. Преобразуйте следующие предложения, используя глагол *to wish*.

Образец: I am sorry I have no chance to speak English every day. – I wish I had a chance to speak English every day.

1. I'm sorry I haven't supported them. 2. My cousin regrets not having entered the university. 3. I'm sorry I made you upset by telling you this news. 4. He was sorry not to have had enough time to finish his report. 5. Unfortunately she didn't stay in her last job. 6. The student was sorry he had not studied the material better and had shown such poor knowledge at the examination.

15. Переведите следующие предложения на русский язык, пользуясь грамматическим материалом, приведенным выше:

1. He felt as though his blood had suddenly frozen in his veins. 2. He speaks as if he knew his lesson. 3. She spoke as if she had learnt the rule. 4. He was still a child but he behaved as if he were grown up. 5. I've got good news for you, she said, but she sounded as if she were not at all sure. 6. It was almost midnight before Jan rang. Julia felt as if she had been waiting for ever. 7. You are so angry with me as though I were to blame. 8. He looked at me as though he suspected me of something. 9. You look so pale as if you were ill. 10. You speak as if you were displeased with something. 11. You look so tired as though you had been working the whole day.

16. Переведите следующие предложения на русский язык, обращая внимание на значение выделенных союзов:

1. Students will carry out experiments *in order that* they may be ready for individual research work in the future. 2. We checked all our notes *so that* there should be no possibility of a mistake. 3. I'll put down your telephone number *lest* I should forget it. 4. She must hurry *lest* she (should) be late. 5. They wrote a letter *lest* she (should) forget her promise. 6. She marked this place in the book *lest* she should waste her time looking for it. 7. He closed the window *so that* the wind should not break it. 8. We checked all our notes *so that* there should be no possibility of a mistake. 9. *In order that* the hardware may be used effectively, another factor is needed, the so-called software or applied thought. 10. A liar is not believed, *whatever* he may say. 11. *Whoever* may say that John will succeed in his experiments, I shall never believe it. 12. Our tends to believe in the reality of the dream world, *however* inconsistent or illogical it may be.

ПРИЛОЖЕНИЕ (APPENDIX)

НАРЕЧИЕ (THE ADVERB)

Наречие 1	Значение 2	Наречие 3	Значение 4
above	выше, наверху	materially	существенно
accordingly	соответственно, поэтому	merely	лишь
actually	фактически	moreover	кроме того
almost	почти	mostly	главным образом
alternatively	иногда, попеременно	namely	а именно
approximately	приблизительно	near	близко
badly	очень плохо	nearly	почти
before	раньше, прежде	necessarily	обязательно
behind	позади	never	никогда
below	внизу	nevertheless	тем не менее, однако
beside	рядом	occasionally	иногда, время от времени
besides	кроме того	once	когда-то
chiefly	главным образом	originally	первоначально
certainly	конечно	otherwise	иначе
closely	внимательно, тесно	particularly	особенно
commonly	обычно	partly	частично, отчасти
comparatively	сравнительно	previously	ранее
considerably	полностью	primarily	в первую очередь
completely	значительно	principally	главным образом
consequently	следовательно	probably	вероятно
constantly	постоянно	properly	должным образом, основательно
directly	прямо, непосредственно	quite	вполне, совсем
entirely	полностью	rarely	редко
essentially	по существу	rather	довольно

Окончание таблицы

1	2	3	4
even	даже	readily	легко
ever	когда-либо	recently	недавно, за последнее время
extremely	крайне, чрезвычайно	repeatedly	неоднократно
everywhere	езде	respectively	соответственно
formerly	прежде	seldom	редко
frequently	часто	shortly	вскоре
further	далее	similarly	подобным образом
generally	обычно	slightly	слегка, незначительно
greatly	очень, весьма	sometimes	иногда
hard	упорно, трудно	somewhat	немного, несколько
hardly	едва (ли)	still	еще, все еще
hence	следовательно	simultaneously	одновременно
highly	очень, весьма	suddenly	вдруг
increasingly	все более	sufficiently	достаточно
inside	внутри	then	затем, тогда
instead	вместо этого	throughout	езде, повсюду
just	как раз, только что	thus	так, таким образом
largely	в значительной степени, широко	too	слишком
lately	недавно, за последнее время	unlike	в отличие от
likely	вероятно	unlikely	вряд ли
mainly	главным образом	yet	до сих пор, пока еще, однако, тем не менее
as	так как, поскольку, по мере того как	as often as not	нередко
as to (for)	что касается, относительно	such as	такой, как; например
as far as	насколько, поскольку	as such	как таковой, по существу

СОЮЗ (THE CONJUNCTION)

Союз	Значение	Союз	Значение
both ...and	и...и; как...так и	if	если, ли
either ... or	или...или	in case	в случае, если
while	в то время как	yet	однако, все же
neither...nor	ни...ни	once	после того, как
as...as	также...как и	provided (that), providing	при условии, если
after	после того, как	since	так как; с тех пор
although	хотя	so that	так что; так, чтобы
as	тогда как; по мере того, как; как	till	до тех пор, пока
as if	как если бы	though	хотя
as soon as	как только	unless	если...не

ФРАЗЕОЛОГИЧЕСКИЕ СОЧЕТАНИЯ (PHRASEOLOGICAL COMBINATIONS)

Сочетание	Значение	Сочетание	Значение
1	2	3	4
according to	согласно	at present	в настоящее время
a great deal of	много	compared to	по сравнению
along with	наряду с	depending on(upon)	в зависимости от
and so on	и так далее	on account of	ввиду; из-за
a number of	ряд, несколько	on no account	ни в коем случае
as early as	еще, уже	due to	из-за; вследствие
as for, as to	что касается	except for	кроме
as high as; as many as	до	for the sake of	из-за; ради
as little as; as low as	всего лишь	the former	первый (упомянутый)
as a matter of fact	действительно	in accordance with	в соответствии с
as regards	в отношении	in addition	кроме того
as well as	так же как и	irrespective of	независимо от
at first	сначала	instead of	вместо

Окончание таблицы

1	2	3	4
at the expense	за счет	in spite of	несмотря на
at last	наконец	in view of	ввиду
at least	по крайней мере	the latter	последний
at once	сразу	on the contrary	наоборот
by means of	посредством	other than	любой кроме, кроме как
by all means	обязательно	owing to	благодаря, из-за
by no means	ни в коем случае	rather than	а не
to be the case	иметь место, происходить	a matter of dispute	спорный вопрос
in case	если	a subject matter	основная тема, содержание
in any case	во всяком случае	as it does	фактически
in no case	ни в коем случае	in doing so	при этом
to meet the case	удовлетворять предъявляемым требованиям	to do away with	уничтожить, покончить с
by virtue of	благодаря, в силу, посредством	to do without	обходиться без
in addition to	кроме, в дополнение к	owing to	из-за, благодаря
in relation to	относительно, что касается	thanks to	благодаря
in view of	ввиду	with respect to	по отношению, относительно
to be of interest	представлять интерес	to be of importance	иметь значение
to be of help	оказывать помощь	to be of value	представлять ценность

ПРЕДЛОГ (THE PREPOSITION)

1. Простые предлоги, обозначающие:

время

after — после: *after the lecture* — после лекции;

at — в (точное время): *at three o'clock* — в три часа;

before — до: *before the lecture* — до лекции;
 by — к (какому-то времени): *by that time* — к тому времени;
 for — в течение: *for the summer* — в течение всего лета; *to stay there for three months* — оставаться там в течение трех месяцев;
 from... (till) — с, от...(до): *from 2 till 3 o'clock* — с двух до трех часов;
 in — за (в течение); через: *to do smth. in three days* — сделать что-л. за (через) три дня;
 on — на, в (относительно дней): *on Monday* — в понедельник; *on the following day* — на следующий день;
 over — на протяжении; в пределах: *over the period of time* — на протяжении этого периода времени;
 since — с: *since then* — с тех пор;
 till (until) — до; *to sleep till (until) midnight* — спать до полуночи; *not to sleep until midnight* — не спать до полуночи;

место

above — над (выше чего-л.): *above the table* — над столом;
 among — между, среди: *to agree among themselves* — согласиться между собой;
 at — у, на, в, за: *at the door* — у двери; *at the concert* — на концерте; *at the table* — за столом;
 before — перед: *to stand before the crowd* — стоять перед толпой;
 behind — за, сзади, позади: *to stand behind him* — стоять за ним;
 below — под (ниже чего-л.): *below the picture* — под картиной;
 between — между (обычно двумя): *a fight between two boys* — драка между двумя мальчиками;
 by — около: *to stand by smb.* — стоять около кого-л.;
 in (inside) — в, (внутри): *in the box* — в коробке;
 out of (outside) — из, вне: *to go out the room* — выйти из комнаты; *to be outside the door* — быть за дверью;
 over — над: *over the head* — над головой; *to jump over a ditch* — перепрыгнуть через канаву;
 under — под: *under the table* — под столом;
 within — в, внутри, в пределах: *within the scope of the chapter* — в пределах этой главы;

направление

across — через, поперек, по (поверхности): *across the road* — через дорогу; *across the grass* — по траве;
 along — вдоль (по): *to go along the road* — идти (вдоль) по дороге;
 (a)round — за: *to run (a)round the corner* — убежать за угол;

down — вниз: *to run down the hill* — бежать (вниз) с горы;
from — из, от: *from the room* — из комнаты; *a letter from my sister* — письмо от моей сестры;
into — в (внутри): *to bring smth. into the room* — внести что-л. в комнату;
off — от (чего-л.); с чего-л. (поверхности): *to sail off the shore* — отплыть от берега; *to go off the meeting* — убежать с собрания;
onto — на (к поверхности): *to fall onto the surface* — падать на поверхность;
through — через, сквозь: *through the forest* — через лес;
throughout — насквозь, на протяжении чего-л.: *throughout the book* — на протяжении всей книги (по всей книге);
to — к (кому-л., чему-л.): *a letter to my sister* — письмо моей сестре;
toward(s) — по направлению к: *toward(s) the forest* — (по направлению) к лесу;

средство

against — против: *to go against the tide of public opinion* — идти против общественного мнения;
by — (кем, чем, путем, с помощью): *to go by bus* — ехать на автобусе;
like — как (каким образом): *to work like a horse* — работать как лошадь;
with — посредством, с помощью: *to write with a pen* — писать пером; *to break the window with a stone* — разбить окно камнем;
without — без (не используя): *to do smth. without assistance* — сделать что-л. без помощи;

цель

for — для, ради, за: *to do smth. for the money* — сделать что-л. ради денег (за деньги); *to die for a country* — умереть за страну;
to — (кому-то, чему-то): *to give smth. to a friend* — дать что-л. другу;
with — с, вместе с: *to go with the tide of public opinion* — идти в ногу с общественным мнением;

наличие

of — (имеющий, обладающий, представляющий): *a problem of interest* — проблема, представляющая интерес;
with — имеющий: *a woman with large eyes* — женщина с большими глазами;
without — без (не имеющий): *the house without a porch* — дом без крыльца;

содержание

about — о, об, про: *a book about books* — книга о книгах;
on — о, по: *a lecture on chemistry* — лекция по химии;

2. Составные предлоги

along with — наряду, вместе с;
as for — что касается;
as to — что касается;
away from — помимо, кроме;
because of — из-за, вследствие, благодаря;
but — кроме;
but for — если бы не;
by means of — путем, с помощью;
due to — из-за, вследствие, благодаря;
except for — за исключением;
for (with) + all — несмотря на (все);
in comparison with — по сравнению с;
in front of — перед;
in order to — для того чтобы;
in spite of (despite) — несмотря на;
in view of — ввиду;
notwithstanding — несмотря на;
out of — из;
owing to — благодаря, из-за, для;
up to — вплоть до;
with (in) reference to — относительно, что касается, ссылаясь на;
with (in) regard to — относительно;
with respect to — относительно, что касается.

НЕПРАВИЛЬНЫЕ ГЛАГОЛЫ ПО ГРУППАМ (IRREGULAR VERBS IN GROUPS)

cost — cost — cost;	wear — wore — worn;
cut — cut — cut;	bear — bore — born;
hit — hit — hit;	
hurt — hurt — hurt;	sell — sold — sold;
let — let — let;	tell — told — told;
put — put — put;	
shut — shut — shut;	have — had — had;
	hear — heard — heard;
lend — lent — lent;	hold — held — held;
send — sent — sent;	read — read — read;
spend — spent — spent;	say — said — said;
build — built — built;	pay — paid — paid;

burn — burnt — burnt;
learn — learnt — learnt;
smell — smelt — smelt;

lose — lost — lost;
shoot — shot — shot;
get — got — got;
light — lit — lit;
sit — sat — sat;

keep — kept — kept;
sleep — slept — slept;

feel — felt — felt;
leave — left — left;
meet — met — met;
dream — dreamt — dreamt;
mean — meant — meant;

bring — brought — brought;
buy — bought — bought;
fight — fought — fought;
think — thought — thought;
catch — caught — caught;
teach — taught — taught;

blow — blew — blown;
grow — grew — grown;
know — knew — known;
throw — threw — thrown;
fly — flew — flown;
draw — drew — drawn;
show — showed — shown;

make — made — made;
stand — stood — stood;
understand — understood — understood;

break — broke — broken;
choose — chose — chosen;
speak — spoke — spoken;
steal — stole — stolen;
wake — woke — woken;

drive — drove — driven;
rise — rose — risen;
write — wrote — written;
rise — rose — risen;

beat — beat — beaten;
bite — bit — bitten;
hide — hid — hidden;

eat — ate — eaten;
fall — fell — fallen;
forget — forgot — forgotten;
give — gave — given;
see — saw — seen;
take — took — taken;

drink — drank — drunk;
swim — swam — swum;
ring — rang — rung;
sing — sang — sung;
run — ran — run;
begin — began — begun;
become — became — become.

Указатель лексики, выделенной в разделах Word study

a number of — Unit 1, p.8;
affect — Unit 6, p.53
any — Unit 2, p.13
anything — Unit 2, p.13
appraise — Unit 5, p.46
arise — Unit 5, p.46
assess — Unit 5, p.46

incompatible — Unit 11, p.93
involve — Unit 11, p.93
involve — Unit 6, p.52
it is...that — Unit 4, p.35
just — Unit 10, p.83
justify — Unit 10, p.83
make — Unit 12, p.98

assume — Unit 12, p.102
 attain — Unit 5, p.46
 authority — Unit 8, p.67
 avert — Unit 8, p.67
 be bound to — Unit 12, p.97
 both — Unit 2, p.13
 both...and — Unit 4, p.35
 both...and — Unit 9, p.78
 but — Unit 10, p.83
 case — Unit 4, p.36
 cause — Unit 12, p.97
 circulate — Unit 8, p.67
 conclude — Unit 8, p.68
 consider — Unit 11, p.93
 cool — Unit 5, p.47
 curb — Unit 11, p.93
 depend — Unit 12, p.102
 differ — Unit 6, p.52
 discharge — Unit 12, p.110
 due to — Unit 7, p.63
 effect — Unit 6, p.53
 either... or — Unit 1, p.9
 enhance — Unit 5, p.46
 entail — Unit 12, p.110
 environment — Unit 12, p.98
 exclude, include — Unit 8, p.68
 exercise — Unit 9, p.77
 fail — Unit 6, p.51
 failure — Unit 6, p.52
 far — Unit 1, p.8
 feed — Unit 5, p.47
 follow — Unit 12, p.98
 for — Unit 9, p.77
 former — Unit 11, p.93
 get — Unit 5, p.83
 govern — Unit 10, p.83
 hard — Unit 4, p.36
 hardly — Unit 4, p.36
 in order to — Unit 1, p.8; Unit 4, p.35
 mean — Unit 9, p.77
 neglect — Unit 8, p.67
 neither... nor — Unit 1, p.9
 no — Unit 2, p.13
 nothing — Unit 2, p.13
 occlude — Unit 8, p.67
 once — Unit 1, p.9
 only — Unit 2, p.13
 other — Unit 2, p.13
 preclude — Unit 8, p.67
 present — Unit 7, p.63
 proceed — Unit 5, p.46
 reason — Unit 10, p.83
 regard — Unit 6, p.52
 result in/from — Unit 7, p.63
 run — Unit 5, p.46
 secure — Unit 6, p.53
 since — Unit 9, p.78
 so far — Unit 12, p.106
 so — Unit 1, p.9
 some — Unit 2, p.13
 something — Unit 2, p.13
 speculate — Unit 8, p.67
 submit — Unit 10, p.83
 support — Unit 10, p.83
 suspect — Unit 5, p.46
 the former ...the latter — Unit 1, p.9
 the...the — Unit 4, p.36, Unit 9, p.78
 in terms of — Unit 12, p.103
 time — Unit 12, p.106
 to be to — Unit 1, p.9
 to do — Unit 1, p.9
 under — Unit 6, p.53
 violence — Unit 10, p.83
 way — Unit 7, p.62
 well — Unit 2, p.13
 whether — Unit 4, p.35
 with — Unit 10, p.83
 withdraw — Unit 11, p.93

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для аспирантов и соискателей

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